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ABSTRACT

The National Center for Career Education (NCCE) received a U.S. Office of Education grant to operate the Career Education Information, Training, and Instructional Materials Systems (CEITAIMS). CEITAIMS' 1976-77 proposal objective was to assist career education practitioners nationwide by facilitating the flow of career education materials and resources. Many educators and lay persons have supported and utilized NCCE's services. NCCE pursued two major project activities: (1) operation of an Affiliate Center at the University of Montana and (2) participation in nationally significant activities. The Montana Center was a prototype to test the feasibility of the affiliate center concept. From the Center, over 5,500 educators and lay people were informed about NCCE and its career education work. The Center assisted practitioners through (1) training, (2) identification of appropriate instructional materials, and (3) national communication of career education implementation strategies and practices. The Center provided training assistance (18,162 formal training hours) to school districts, colleges and universities, businesses, and other groups in fifteen states. Identification assistance was made possible through NCCE's instructional materials collection and computer search processes. NCCE's nationally significant activities were those conducted in states other than Montana. Acquiring career education materials from all states falls into this category as does generating computer services to people nationwide. (Appendixes contain project-related materials.) (CSS)

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4. PROJECT TITLE: Career Education Training and Instructional Materials System

5. PERIOD COVERED BY THIS REPORT: July 1, 1976 - June 30, 1977

6. CATEGORY OF THIS PROJECT: Communications (as specified in 45 CFR 160.d.5)

7. PROJECT DIRECTOR: Dr. Vincent D. Barry

8. GRANTEE: NCCE, Inc.
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CE 019 347

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CAREER EDUCATION PROGRAM PROJECT PERFORMANCE REPORTS			FORM APPROVED OMB NO. 51-R1187
1. PROJECT NUMBER 554AH60097	2. GRANT NUMBER C 300760399	3. NATURE OF REPORT ☐ SEMI-ANNUAL ☒ FINAL	
4. PROJECT TITLE Career Education Information, Training and Instructional Materials System		5. PERIOD COVERED BY THIS REPORT FROM (month, day, year) 7/1/76	TO (month, day, year) 6/30/77

6. CATEGORY OF PROJECT *(as specified in 45 CFR 160d.5 and 160d.11)*

☐ INCREMENTAL ☐ SETTINGS ☐ POPULATIONS ☐ TRAINING ☒ COMMUNICATIONS ☐ STATE PLAN

7. NAME OF PROJECT DIRECTOR
Dr. Vincent D. Barry

8. NAME AND ADDRESS OF GRANTEE/ASSISTANCE CONTRACTOR INSTITUTION	TELEPHONE	
National Center for Career Education, Inc. P. O. Box 7815, Missoula, MT 59807	AREA CODE 406	NUMBER 542-2463/6466

9. Major Activities. List, in specific terms, major accomplishments under each objective of the project during this report period. Include progress under both learner outcome and process objectives. Include any changes in objectives since last report.

10. Project Participants *(include in final report only).* Completely and accurately fill out the attached form entitled "Career Education Program: Participant Summary."

11. Evaluation. Describe implementation of the evaluation plan to date, including research design, instruments, and data collection plans and activities. Include any changes in the plan since last report. Present data showing project accomplishments and explain what led to these accomplishments. Present data indicating lack of success and explain what problems hindered success.

12. Anticipated Changes and/or Problems. Describe any problems anticipated in implementing the project between this report and the next report. Discuss steps that will be taken to resolve problems. Include any changes in objectives, activities, or evaluation efforts planned.

13. Dissemination Activities. Describe dissemination activities conducted during report period, including audiences, products developed, and results of dissemination. Attach copies of products, publicity materials on project, etc. Indicate planned dissemination activities between this report and the next report.

14. Special Activities. Include any special or other activities that need to be reported, including efforts to reduce race and sex stereotyping in career choice and efforts to provide career education for handicapped persons, where these efforts are not reported under major objectives and activities.

15. Report Abstract *(include in final report only).* Prepare a brief abstract of this report for use in communication with other career education practitioners and the general public. Abstract shall include all items under numbers 1 through 8 above and a brief summary of information under items 9 through 12 and 14 above. Abstract shall be no longer than 1000 words.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business labor industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (*see NOTE above*) WHO ARE	RACE/ETHNICITY (*all Participants including Handicapped, Gifted and Talented, and Low Income*)						OF THE TOTAL (*column (6)*) NUMBER WHO ARE			OF THE TOTAL (*column (6)*) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (*sum of columns (1) through (5)*) (6)	HANDI-CAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (*K-6*)											
MIDDLE/JUNIOR HIGH (*7-9*)											
SENIOR HIGH (*10-12*)	50	3	2	68	20	143	2		141	70	73
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (*non-matriculated*)											
SUB-TOTAL						143					
EDUCATIONAL PERSONNEL											
TEACHERS	110	7	12	1254	10	1393	▨	▨	▨	870	523
COUNSELORS	2			24		26	▨	▨	▨	18	8
ADMINISTRATORS	10	1		629	1	641	▨	▨	▨	400	241
MEMBERS OF THE BUSINESS/ LABOR/ INDUSTRY COMMUNITY	1			42		43	▨	▨	▨	▨	▨
PARENTS							▨	▨	▨	▨	▨
OTHER (*specify*)							▨	▨	▨	▨	▨
TOTAL						2246	▨	▨	▨	▨	▨

OE FORM 467, 2/76

ABSTRACT

On July 1, 1976, the National Center for Career Education (NCCE) received a contract from the U.S. Office of Education, through the Office of Career Education, to operate NCCE's Career Education Information, Training and Instructional Materials Systems (CEITAIMS).

The objective of the 1976-77 CEITAIMS proposal was to deliver career education assistance to career education practitioners by facilitating the flow of usable career education materials and resources across the nation. Lending aid to these career educators in utilizing these resources within their own particular circumstances enables these innovative programs to reach the students of the nation.

The National Center for Career Education has made great strides toward its goal of communicating career education on a nationwide scale. NCCE has received support from every corner of the nation in its work. Educators and lay people from state departments, counties, local school districts, colleges, and universities, adult and vocational institutions, business, labor, industry, the professions and special populations, including the handicapped, have utilized and applauded the services of NCCE.

There were two major activities to be pursued to reach NCCE's goal of communicating career education; (1) to operate one Affiliate Center at the University of Montana, and (2) to engage in activities of "national significance". The former was carried out so that the feasibility of NCCE might be demonstrated and the latter was carried out so that the viability of NCCE might be demonstrated.

The first activity was to operate one Affiliate Center at the University of Montana. The original NCCE design for the national delivery of career

education was to establish a network of Affiliate Centers across the nation beginning with ten at Participating Universities. However, NCCE was awarded an amount representing half the original request from the Office of Career Education and thus had to make decisions which would move NCCE away from several of its intended goals, including the establishment of the ten Affiliate Centers. One prototype Center was established at the University of Montana to test the feasibility of the Affiliate Center concept.

The goal of operating an Affiliate Center housed at the University of Montana was reached in several distinct ways. From the Montana Affiliate Center, over 5500 educators and lay people were informed as to the existence of NCCE and its work in career education. The Affiliate Center provided a wide variety of services through the CEITAIMS project to assist practitioners in the process of actualizing career education. The three major categories of services which the Center was requested to provide are 1) training, 2) identification of appropriate instructional materials, and 3) national communication of career education implementation strategies and practices.

Specifically, in the category of training the Center provided assistance to several types of institutions: school districts, colleges and universities, businesses, correctional institutions, labor organizations, state departments of education, etc. in fifteen (15) different states. The NCCE method is a unique approach to local curriculum development which combines high impact training strategies and techniques with access to NCCE's national bank of career education materials. This process enables participants to develop and implement curricula with a career education emphasis. Although the training for each institution is based on common elements, each training package is individually designed to specifically meet the institutional situation and needs.

The second category of services available at the Center is materials identification assistance. This is made possible by NCCE's collection of career education instructional material and the accessing of the materials through unique computer search processes. Materials collected during this operational year represent 3517 pieces of classroom usable materials from 50 states. Many different acquisition plans with different target groups have resulted in gathering these materials with only one in 1000 having been purchased. Nationwide practitioners are pooling materials in the NCCE system where they are rigorously classified, stored, and made available to other participants. In this way, NCCE can substantially reduce career education training and materials costs. Using NCCE's computerized retrieval system, NCCE Affiliate Center training and support staff working with Users can select, modify and develop appropriate and comprehensive career education programs. These are complete with program identification, implementation strategies, evaluation and learner verification and revision.

All of the above stated operations are continuous and simultaneous functions of NCCE along with the ongoing process of trying to identify what is happening in career education at the Federal, state and local level across the nation.

The second major activity pursued in communicating career education nationally was being involved in efforts of "national significance." Activities termed by NCCE to be of "national significance" were those conducted by NCCE in states other than Montana. Obviously, having been able to acquire career education materials from all states falls into this category. Generating computer services utilized by many people around the nation also contribute toward this goal.

NCCE staff attended, spoke, trained and presented at many different types of functions and meetings in many parts of the country, including the

Commissioner's National Conference for Career Education and the National Dissemination Forum. NCCE provided 18,162 hours of formal training and an additional 5000 contact hours of orientation sessions. (See Appendix A, "In Service Training Sites," p. 49). During the past year, the NCCE newsletter was read by several thousand people every other month, in all states. NCCE answered hundreds of inquiries for service, both written and verbal. NCCE has 55 "contact people" spread throughout the U.S. who have volunteered to disseminate information about NCCE activities throughout their local area.

With the acquisition of career education programs and information comes much data which is tangential to NCCE's work but which is becoming an increasingly important series of NCCE byproducts. For example, NCCE was requested by several state directors of career education to help them locate national resources relative to career education model programs and practices, career education centers, and leading personnel in career education for inclusion in their state plans. Thirty-six states volunteered to share their information with each other through NCCE.

The following pages relate the effort to date of the project staff in fulfilling the scope of work necessary to deliver career education through the "Career Education Information, Training and Instructional Materials System" project.

The scope of work breakdown follows the format of 1) a description of the major scope of work items; 2) a narrative of each subcategory including description and major activities; and 3) a projection of future activities.

DESCRIPTION: 1.0 Implement Instructional Materials Procedures

The National Center, under the CEITAIMS Project, is continuing its efforts to collect, classify and store materials and thereby make the materials available to career education practitioners. The thrust of this activity is aimed toward support of teacher training in career education curriculum design and making these materials available to practitioners.

The NCCE materials system is designed to serve as a national repository of career education materials. But the materials are not just archived; they are computer searchable to be matched with the needs of the instructors. The NCCE training services exist to help the instructors adapt the materials for their maximum effectiveness in classroom use.

The activities and systems operated in the NCCE instructional materials processes are designed to link educators/institutions and their education needs to the materials which are relevant to their needs. (See Appendix B, "NCCE Materials Processing - How It's Done", p. 54)

1.1 Collect Materials

DESCRIPTION:

The acquisition of materials has been an ongoing process that requires contact with career education practitioners across the nation and reviews of existing literature to identify career education materials. Upon identification, the material is requested from the sources so identified.

To date, materials collected represent 6094 pieces of material. (See Appendix C, "Library Materials Received Monthly," p. 62)

MAJOR ACTIVITIES:

The collection of instructional materials has entailed several plans being formulated and executed in acquiring materials in support of the NCCE training systems.

- Newsletter and media solicitation
- Contact person plan
- USOE funded project contact person
- State coordinators identification plan
- Known-materials direct request plan
- Target groups solicitation plan
- Personalized services and follow-up
- Training contact and feedback plan
- Referrals plan
- Show casing materials

Despite the limitations imposed by budget, manpower, and time, the quantity and quality of materials received to date is impressive.

PROJECTIONS:

The National Center for Career Education will expand its acquisition of materials in several directions. NCCE is engaged in library-to-library exchanges of materials in significant numbers. Several states have been identified as containing libraries which will exchange materials with the NCCE library, including Arizona, California, and Wisconsin.

NCCE will extend its contact person process by engaging the network of contact persons in expanded assignments and materials with which to communicate.

NCCE plans to develop and disseminate an Initial Search Listing of career eduacation materials. NCCE will invite teachers to trade their materials for selections from the Initial Search Listings.

DESCRIPTION:

1.2 Classification of Materials

NCCE, having collected career education materials from across the country, rigorously classifies it so that it may be accessed and retrieved through the computer search process.

Building upon last year's efforts in developing a classification system, NCCE has improved the classification process and has approximately 3726 items classified as of June 30, 1977.

The Materials Classification Operations have been significantly revised based upon analysis of information derived from the planning and testing phases of NCCE's existence.

The classification manual has been thoroughly revised based upon many types of input: classifiers, Users, test group recommendations, librarians, encoders, cost time analysis, and search effectiveness analysis. This revision yielded a primary manual which was converted into a classification manual used by the NCCE trainers in delivering the NCCE training model. (See Appendix D, "Materials Classification Procedure" p. 63).

PROJECTIONS: The NCCE materials classification process is to enter a new stage called Prototype III. Based on the revised NCCE training model and feedback from the training participants, revisions are being incorporated into the Prototype III manual to be completed in the summer of 1977.

DESCRIPTION:

1.3 Physically Stored Materials

The materials that are collected are physically stored in the NCCE resource center. The materials are stored in conjunction with the system used for classification and are maintained to be utilized by career education practitioners.

MAJOR ACTIVITIES:

The physical storage of the materials has been analyzed and modifications have been incorporated into an entirely new system of storage. This new system of storage has yielded several operational advantages:

1) improved physical accessing of materials keyed more upon common user needs categories rather than on media types as was done in the past.

2) improved selection of appropriate materials as priorities change according to training groups' needs changes.

3) improved inventory control and production reporting systems.

DESCRIPTION:

1.4 Maintain a National Career Education Resource Center

The physical materials collected and stored at the National Center for Career Education represent materials from across the nation. The maintenance of the resource center involves the ongoing library management including filling requests for materials checked out, materials control and duplication processing.

MAJOR ACTIVITIES:

The maintaining of the career education materials library and services is a continuing operation. Activities involved in maintaining the library include:

- constant inventory control operations

- evaluating User feedback for either procedural or materials modification
- scheduling and staging of materials for timely delivery to the training sites or to other Users in the Nation
- monitoring and upgrading the materials serviceability for Users.

The maintenance function also entails shipping and receiving functions to support training. This system has been designed and is successfully supporting training materials flow. Refinements are expected and as our experience with training sites continues, the feedback from training will be used to make necessary modifications to the system.

The control of documents released for duplication is also handled by the maintenance function. Discrepency patterns concerning materials versus encoded information are also monitored and rectified by this maintenance function.

DESCRIPTION: 1.5 Make Materials Accessible to Career Education Practitioners through Center Activities

The materials NCCE has are accessible through computer search and retrieval assistance. Materials indicated in the computer search are available to the requestor for review or purchase. (See Appendix E, Search Request Packet, p. 68)

MAJOR ACTIVITIES: The materials which are located at the NCCE materials center are available to career education practitioners anywhere that mail/parcel services exist or telephone services exist.

- Requests for materials searches can be initiated by phone or by mailing the information seeker a search request packet for examination at their convenience.
- Search information is structured and used to search the NCCE materials to locate materials relevant to the Users' needs.
- Results of the search are mailed or phoned back to the requestor.
- The Users can then decide which materials they wish to obtain from reading the annotated descriptions.
- Information is readily available as to the accessibility of every document listed.
- The non-copyright protected materials are available for the cost of the postage, handling and duplicating.
- Copyrighted materials can ultimately be ordered from the publisher or loaned for examination.

PROJECTIONS:

The National Center for Career Education is in the process of designing, developing and nationally disseminating an Initial Search Listing of career education materials. The first listing will be designed for use by classroom teachers. It will describe a representative set of classroom instructional materials. The second listing will be designed for use by classroom teachers, counselors, guidance personnel, and researchers. It will enumerate a representative set of test and evaluation materials available at all NCCE Affiliate Centers.

NCCE is expanding and revising the computer materials search system by improvements in the reporting products' formats which follow:

- library cards
- "bobtailed" reports (abbreviated)
- Initial Search Listing formatting
- on-line conversational reporting for computer terminal access users
- multi-bank referral reporting

A further revision in the computer search system is to design and operate a "check-out" system of prior search results products.

NCCE is to become further involved in formalizing linkages with existing information systems and networks in order to further assist NCCE Users; e.g., "if NCCE doesn't have it, NCCE can help you find it elsewhere" in systems such as ERIC, AIM/ARM, and the National Diffusion Network.

NCCE plans to design, develop and deliver career education starter libraries for school based resource centers.

The first starter library will be a package for teachers to peruse for classroom ideas and activities. Also, NCCE will develop a training version to be carried to the field by NCCE trainers.

The second starter library will be for administrators to examine to find implementation strategies, prior projects and programs, and professional reading.

The third starter library will be targeted for libraries to operate for hands-on use by students.

The National Center for Career Education has received assistance from the U.S. Department of Labor through the Governor's Employment and Training Council for a CETA Title VI A Project.

The project involves an update and restructuring of the National Center for Career Education computerized Career Education Materials Library for the backlog of low priority items.

The project involves hiring 11 people and extensively training them in the skills necessary for reconstruction of the library and classifying the materials on hand, duplicating those that are non-copyrighted, keypunching the classified information and updating the manual file search process. It is anticipated that this project could last up to 10 months, but being a process oriented activity may be expanded or contracted as circumstances dictate. This project will allow the trainees in NCCE's training programs to have access to an expanded computerized system for retrieval of materials that can be utilized in a classroom setting.

The project has several phases of tasks to be performed:

Phase I	Hiring of CETA employees
Phase II	Training CETA employees
Phase III	Inventory control of existing library
Phase IV	Relocate existing library to media center
Phase V	Initial operation and update on subsequent backlog of material.

DESCRIPTION:

2.0 Implement NCCE Board of Director Policies

The National Center for Career Education, Inc. is governed by its Articles of Incorporation, Bylaws and Board policies. The Board structure dictates that the Executive Committee of the Board may set policy as outlined in the Bylaws, between the regularly scheduled Board meetings. In order that policy may be set, periodic meetings of the Executive Committee were held. (See Appendix F, "Board of Directors," p. 76)

DESCRIPTION:

2.1 Conduct Meetings

The National Center conducts meetings to set policy. The annual Board meeting is held on the second Wednesday of June in Missoula, MT. Other meetings of the entire Board can be called by the Chairman or a majority of the directors. Interim business can be transacted by the Executive Committee.

MAJOR ACTIVITIES:

On December 15, 1976, the Executive Committee of the Board of Directors was called by Francis Rummel, Chairman, to amend the Articles of Incorporation to conform with IRS regulations.

The annual Board meeting for 1977 was held in Missoula, MT, on June 13 and 14. In addition to the regular board business of electing officers, resolving to extend the terms of all the present board members, and approving the actions of the Executive Committee, the Board members were taken through the NCCE processes and services step by step.

DESCRIPTION: 2.2 Set Policy

The Board of Directors is the policy-making body for the National Center for Career Education. At the annual meeting all required policy was set and interim policy set by the Executive Committee was ratified.

MAJOR ACTIVITIES:

At the special Executive Committee meeting on December 15 and at the annual meeting on June 14, 1977, several resolutions were passed establishing new NCCE policy as referenced in Appendix G, p. 77)

DESCRIPTION: 3.0 Implement Operations and Processes for Fiscal, Management, and Staff Development Systems

The operations and processes for the systems developed and planned during the prior year were instituted as of July 1, 1976.

The fiscal, management and staff development of NCCE under the "CEITAIMS" project involves a closely integrated process coordinated by the Director and the three Assistant Directors. The organization and its operations are identified on the following pages.

DESCRIPTION: 3.1 Fiscal System

The National Center operates as a separate and distinct entity. Its fiscal system is therefore self-sufficient and operates separate from any existing agency, institution or organization. The National Center operates its own processes for the entire management.

MAJOR ACTIVITIES:

Implementation of the following systems have been completed:

- processing transactions
- payroll
- purchasing
- disbursement
- sales
- receipt of revenue
- contracts
- facilities acquisition

DESCRIPTION:

3.2 Management System

The management of the National Center is the responsibility of the Director and is achieved by outline of the functional areas, establishing the line of authority and responsibility, and maintaining constant communication through reporting information to feed a decision-making process. The organization chart as outlined depicts the structure and the lines of authority and communication.

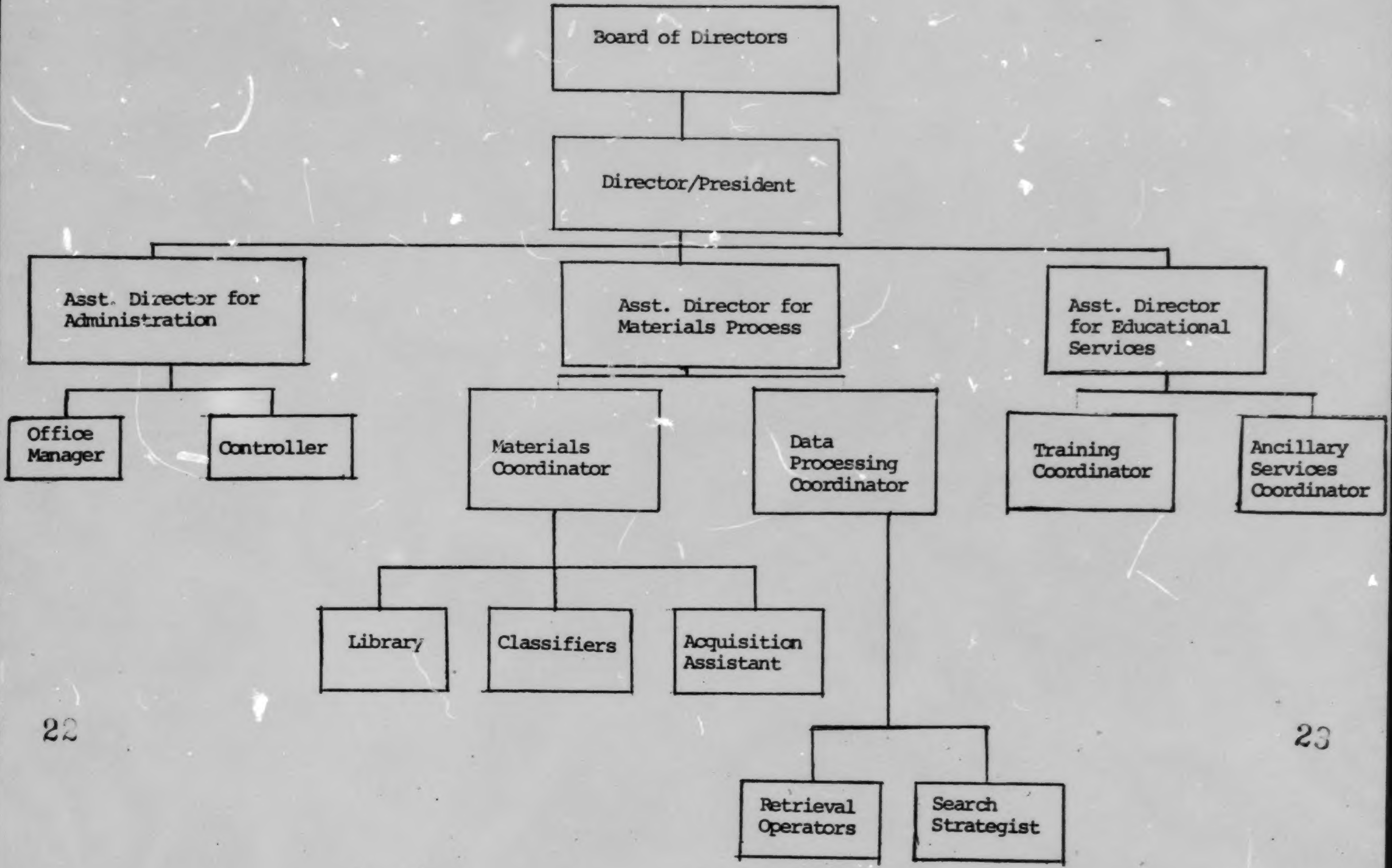
MAJOR ACTIVITIES:

The management of each functional division is coordinated through the assistant directors. The communication mechanism among functional divisions and to the executive director is accomplished through weekly staff meetings with the director and his assistants and monthly progress reports from all staff.

DESCRIPTION:

3.3 Staff Development System

The National Center, in order to operate its system, needs to constantly upgrade its existing staff skills. Likewise, new staff requires extensive orientation and training to operate within NCCE's system.


Board of Directors
Director/President
Asst. Director for Administration
Asst. Director for Materials Process
Asst. Director for Educational Services
Office Manager
Controller
Materials Coordinator
Data Processing Coordinator
Training Coordinator
Ancillary Services Coordinator
Library
Classifiers
Acquisition Assistant
Retrieval Operators
Search Strategist

The training of staff falls into three main categories:

1) Educational services
2) Materials Processes
3) Administrative services

MAJOR ACTIVITIES:

The training of staff in these categories employed the internal training packages utilized during the prior planning year, along with revised and newly developed training manuals including revised classification manuals, keypunch manuals, search manuals, fiscal process documentation and updated career education packages.

The National Center provided additional formal training for several staff members on the University of Montana campus. Three staff members took a University class in BASIC computer programming, two staff members took "Current Trends in Career Education", and two staff members attended a workshop sponsored by the Small Business Administration on current tax insurance and worker's compensation regulations.

PROJECTIONS:

NCCE will have all new training manuals in the next year of operation because of the conversion to the DEC 20 computer system and new classification procedures. New manuals for log-in, initial classification and library check-out procedures are being developed for use in July 1977.

DESCRIPTION:

4.0 Retain National Contacts

In order to keep informed of current trends in career education and to inform educators across the country of our services, it is required that the National Center for Career Education retain its national contacts.

In retaining national contacts, under CEITAIMS the National Center for Career Education has been able to better respond to requests for current information and resources in career education. In addition, the activities as outlined in the following pages indicate how NCCE has been able to disseminate important information about itself and career education in general.

DESCRIPTION: 4.1 Participate in National Conferences

The National Center for Career Education, Inc. was represented at the Commissioner's National Conference on Career Education in Houston as both a presenter and exhibitor.

MAJOR ACTIVITIES:

The Commissioner's Conference presented NCCE with the opportunity to interact with people from all 50 states, D.C. and the U.S. possessions who are involved with career education, including representatives from educational institutions, business, industry, labor and government. Eight NCCE staff members attended the Conference which multiplied the ability to communicate with a wide range of people and to attend a variety of activities.

The NCCE exhibit booth featured a display which advertised NCCE's primary process in reacting to the needs of Users of the system, the computer search and retrieval process. Two TV monitors displayed a continuous simulation of a search question and a corresponding printout of citations in response to the question. The monitors drew the attention of conference attenders to other NCCE products represented in the booth - samples of custom searches with sample materials which satisfied the particular needs, NCCE's Needs Assessment instrument, Program Identification, CELA Guides materials, Classification Manual, Training Manual, etc. Staff members explained the process and how it could be adapted to the specific needs of each conference participant. The response to the booth was overwhelming. Over 2,500 stopped and reviewed the process, the materials displayed and the NCCE training process. These people requested placement on the mailing list for NCCE News and several hundred requested search packets for future searches of the NCCE data bank.

The second major activity of the National Center at the Conference was to give a presentation on NCCE activities.

The Director of NCCE participated in two other national conferences in Washington, D.C., sponsored by USOE, attending the Career Education Project Directors Conference and giving a presentation to the State Career Education Directors meeting.

The Director spoke to the 29th Annual Meeting of the American Association of Colleges for Teacher Education in Chicago, presenting his philosophy of career education and the work of the National Center.

Presentations by the Director to the Western Association of Work Experience Educators and later to the state convention of the California Association of Work Experience Educators have led to extensive involvements with these associations.

The Director also attended the OCE Project Directors Meeting for western area projects in Monterey, California.

Two NCCE staff members presented a display booth at the National Dissemination Forum in Washington, D.C., a conference sponsored by the Department of Health, Education and Welfare on federally sponsored education dissemination activities. NCCE demonstrated its products and service delivery systems in a display similar to that of the Houston conference.

The Director also spoke to the Special Leadership Conference in Career Education in Billings, Montana, in July 1976.

PROJECTIONS:

The National Center for Career Education will continue to participate in conferences on national, regional and local scales. NCCE has been invited to be a presenter at the First Annual State Career Education and Economic Awareness Conference in San Diego, California, in January of 1978. Montana is planning a statewide conference on career education, a mini-Houston, in which NCCE will play a major role. The Director will be addressing the Rocky Mountain Labor School in Salt Lake City in August. The National Center for Career Education is eager to accept any invitation to national conferences.

DESCRIPTION:

4.2 Maintain Open Communication with Career Educators

The National Center for Career Education has maintained continual correspondence with state career education coordinators and career education practitioners.

MAJOR ACTIVITIES:

On August 30, 1976, the Director of NCCE presented the Center's processes to the State Career Education Directors and established contacts. These contacts are maintained through NCCE News and correspondence. Many State Directors stopped by the NCCE booth at the Commissioner's National Conference on Career Education in Houston.

Several states contacted the National Center for Career Education for assistance in coordinating the collection of national career education resources information for their state plans. NCCE sent questionnaires to the Career Education Coordinator in every state and protectorate, requesting them to send in listings of their state's resources in three categories: (1) career education personnel, (2) career education resource centers, and (3) career education programs and practices.

Thirty-six states and D.C., Canal Zone and Puerto Rico responded by sending in their information forms. The information collected was gathered into a booklet of over 100 pages which is a helpful resource guide to career education resources in the states which responded. The three categories of information were further divided into areas of: General, K-12, Elementary, Secondary, Adult and Special populations for further ease in using the guide.

This guide was sent to the career education coordinator in each state and protectorate as a complimentary service of the National Center for Career Education in a further attempt to communicate career education to the people of the nation. (See Appendix Q)

The advent of a new system of contact persons has extended the ongoing process of communication with educators. The recent issues of NCCE News have requested volunteers to serve as contact persons in school districts across the nation. By designating contact persons, the National Center hopes to 1) expose a wider number of people to career education;2) inform previously unreached educators that the National Center is a career education resource that can respond to individual needs; 3) enlist the assistance of local, regional, and state contact persons in identifying teacher-prepared career education materials; and 4) potentially have contact persons act as facilitators for delivery of NCCE career education services.

Below is a list of materials and activities that a contact person can pursue for NCCE.

NCCE Supplies to Contact People	Contact Persons Activities
1. Information about career education and NCCE's	A. Disseminate information
A. Resources	B. Utilize NCCE materials at presentations
B. Newsletters	
C. Training delivery	
2. Materials referral cards	A. Distribute cards
	B. Identify materials and return information

3.	Supply search packets and background information	A.	Extend computer search request packets to interested individuals

Response to this innovation has been enthusiastic and NCCE has had 55 contact persons volunteer in states from Connecticut to Idaho to New Mexico and from Puerto Rico.

Another example of maintaining national contacts involves growth of the "NCCE News" newsletter mailing list to 2194. Recent copies have included pieces of classroom usable materials which have proven to be a popular addition. (See Appendix H, "NCCE News", p. 96).

Representatives of education institutions continue to travel to the University of Montana Affiliate Center at their own expense to explore NCCE's search and retrieval process, training program and career education materials library. In the first year of NCCE's operational phase representatives from the Texas Correctional Institutions, Colorado State University, Alma College in Michigan, a San Jose High School, South Dakota State University, and Dewey Continuation School in Oakland, California came to Missoula, as well as a community education consultant from Alberta, Canada and many Montana career educators. As Affiliate Centers are developed nationwide, the National Center's contacts with career educators will expand geometrically.

NCCE staff members have traveled to Alaska, California, Colorado, Oregon, Washington, Idaho, Arizona, Ohio, New Mexico, South Dakota, Massachusetts, Vermont, Rhode Island, New Hampshire, Illinois, Nevada and Wyoming to meet with career educators to discuss future training involvements or to hold curriculum development workshops. (See Appendix A, "In-Service Training Sites," p.49).

DESCRIPTION:

4.3 Further Develop Linkages with Existing Participating Universities

Representatives of seven of the ten Participating Universities attended a meeting in Missoula on December 7-8, 1976, to share in planning their institution's involvement with NCCE and to have an opportunity to respond to the implementation plans.

The Universities represented were: Gonzaga University, the University of Virginia, the University of Missouri, the University of Georgia, the University of Oregon, Syracuse University and the University of Montana.

An understanding was reached as to a potential implementation and operation plan, which is further outlined in 5.0.

DESCRIPTION:

4.4 Formalize linkages with existing information systems.

The NCCE, Inc. has planned the use of existing information data bases for acquisition and back up reference sources.

MAJOR ACTIVITIES:

The NCCE is continuing to use the information contained in information centers to augment its coverage of relevant career education materials by searching the educational centers at Ohio State University and establishing a reciprocal search exchange agreement with the NCEMMH, the National Center on Education Media and Materials for the Handicapped.

The National Center for Career Education is planning on strengthening its information base and avoiding duplication by analyzing the already available information alongside the NCCE information system. NCCE will analyze client(s) needs with respect to existing information systems contents.

NCCE is collecting information about existing systems and services and often is referring information searchers to these centers when appropriate. When these requests are found to be frequent, then the NCCE plans to formalize information sharing linkages with the appropriate agencies.

PROJECTIONS: The National Center is anticipating a linkage with the Joint Dissemination and Review Panel of the Education Division of the Department of Health, Education and Welfare. With a linkage with NIE and the Office of Education, NCCE would be able to access the best of both OE and NIE projects. NCCE is to formalize the dialog and plan accordingly.

DESCRIPTION: 4.5 Pursue other activities that may generate centers

The National Center for Career Education has explored the possibility of establishing centers through institutions, organizations and agencies that have the resources and commitment necessary for the implementaion of an Affiliate Center.

MAJOR ACTIVITIES:

A major activity has been the formation of an affiliation with the California Association of Work Experience Educators, the California Career Education Unit and the National Center for Career Education. The Career Education Master Trainer program in California has been extremely successful in reaching [illegible] goal of demonstrating the feasibility of training local school personnel in the career education concept so that they might not only incorporate career education in their own work, but have the capability of training their fellow educators. The intent of the affiliation will be to continue, expand, improve, evaluate and disseminate the Career Education Master Trainer Program throughout the state of California.

Forty Master Trainers will be selected to participate in the first training sessions, and these forty will be trained in the NCCE model in San Luis Obispo in August by the NCCE staff. Twenty sites in California school districts will be chosen for initial training efforts with two trainers at each site. The training of the school personnel will involve six sessions conducted on weekends. The projected plan is to train more Master Trainers each six months and thus double the program each half year.

The model developed will be the model NCCE uses for training in school districts in other areas of the country.

A program for an Affiliate Center at Alma College in Michigan has been planned in this fiscal year. Alma College has established a Career Preparation Program with a systematic freshman-to-senior plan to integrate a liberal arts education with career planning and counseling and the development of entry-level work skills. NCCE will operate and support an Affiliate Center and will train the entire faculty in career education implementation. The proposed project will establish pilot programs that may serve as models for other school districts and career education consortium institutions. Using the NCCE approach, a trained staff from Alma College would contract with a local unit or district to deliver 90 hours of in-service training for teachers, counselors and administrators. The format for the delivery of the program can be adjusted according to local needs, but there would be an extended weekend program to initiate the in-service and then follow up would occur as the local needs dictated.

The project at Alma College is to be used as NCCE's model for higher education.

Another activity of NCCE's has been in Alaska in three areas - Anchorage, the Kenai Peninsula and Nome. In February, a NCCE consultant traveled to Anchorage to train the school district's bilingual tutors. Staff members met with Administrators from the three areas in September, 1976, to discuss possible interactions. On June 15, 1977, a contract was signed with the Kenai Peninsula to begin training in the fall in Soldotna, Seward and Homer. NCCE will provide training for a combined total of up to 50 teachers, meeting the two following objectives: (1) in-service of the teaching staff for a general orientation to career education and curriculum design, and (2) review and beginning revision of the existing curriculum to reflect career education.

The National Center has become involved with the Career Education Office of the Wyoming Department of Education and will provide the standard NCCE training package. This will include the training of a cadre of people - administrators, counselors and teachers - to assist them in implementing career education; not only in their own local schools but so that these people can be a resource to the state of Wyoming.

A separate agreement with the Lander, WY, school district calls for a three-year program to infuse the career education concept into their K-12 instructional program. NCCE will be the prime resource in helping them plan, train their people and identify and acquire instructional resources to achieve that goal. The ultimate goal of this effort is not only to get career education infused into their own school system but to do it in such a way that the model is transferable, financially and by process, to the schools of Wyoming.

NCCE is committed for a three-year period to assist them in this process; this year: administrators and the board in July; an initial one-week session with the teachers in August; and follow-up sessions in September and next spring. Over the next two years, involvement will depend on how the plan is developed.

A NCCE staff member implemented training in career education curriculum development for school administrators and State Department of Education personnel in California. Five sessions ran from November to March.

The NCCE staff is coordinating efforts with the Illinois Career Education Area Service Centers to train teachers in the Chicago area in curriculum design. Negotiations are underway with the Franklin Park school district.

Kellogg, Wallace and Mullan, Idaho, school districts are coordinating a NCCE training program which will begin in the fall.

Vermont was the site of a training workshop for higher education representatives. NCCE staff met the same week with personnel from the education departments of New Hampshire, Rhode Island and Massachusetts to discuss possible training involvements.

PROJECTIONS: NCCE has currently established contacts which will lead to training delivery activities in 13 states in the next fiscal year. Several of these contacts have the potential of becoming NCCE Affiliate Centers. NCCE is to set up a marketing plan which will systematically inform the nation of its services and capabilities. NCCE will continually be pursuing activities which will establish contacts for future involvements.

DESCRIPTION: 4.6 Pursue Linkages with Business, Labor and Industry

In order to obtain the needed input and involvements of business, labor and industry, the CEITAIMS Project is actively involving representatives from each of these areas to help implement and disseminate career education.

MAJOR ACTIVITIES:

In order to adequately represent those concerned organizations, NCCE has established a Board of Directors reflecting representation from all areas. The Board is composed of fifteen members of which six represent higher education, four represent one each from business, labor, industry, government and religion. (See Appendix F for the Board of Director's membership, p. 76)

CEITAIMS involves collection of materials, programs and models from organizations representing formal educational institutions and non-formal educational institutions which include business, industry, labor, government and the professions. The enthusiastic response to NCCE's acquisition efforts is testimony to success in meaningfully involving these institutions.

NCCE is also involved with these sectors in the training program. The major participants will include AT&T, AFL-CIO, and several state departments of public instruction. NCCE's work with AT&T will begin with Mountain Bell and this model will be deliverable to each AT&T company. Because of Mountain Bell's commitment to the support of career education implementation at the local level and the need to train its personnel on "how to" actualize this support in an effective manner, Mountain Bell has reached an agreement with the National Center for Career Education to design and deliver training programs for appropriate Mountain Bell personnel. The initial plan for training includes the following parameters:

1) Twenty-five Mountain Bell representatives have received a two-day training experience which validated the model and provided an opportunity to recommend modifications for altering the model.
2) After the model was field tested in Albuquerque, quite successfully, NCCE modified the model because AT&T personnel had a better understanding of the National Center's concepts after experiencing it. Their input allowed NCCE to further revise the model.

The training model is based upon the assumption that Mountain Bell personnel need to:

1) Understand career education as a concept
2) Understand appropriate involvements for the Telephone Company
3) Be able to relate Telephone Company printed and A-V materials to the career education concept
4) Be able to develop and implement actual activities for encounter with students
5) Be able to promote and organize pre-and post-encounter activities for students
6) Be able to identify and classify appropriate roles for the varied types of Telephone Company personnel

7) Be able to promote effective working relationships with school bureaucracies and individual school personnel

8) Develop a plan for disseminating the appropriate knowledge and skills to local Telephone Company personnel

The principle vehicle of the model is the pairing of teachers and telephone company personnel so that they jointly design and create instructional materials for the telephone company personnel to use in classrooms at three or four different levels. The instructional materials will deal with specific job titles for telephone company personnel to use at each educational level. Booklets describing these jobs will be prepared for use by both the phone company and classroom teachers.

When fully developed and operational, the AT&T model will be the NCCE model for training in business, industry, labor, the professions, and government.

PROJECTIONS: The National Center for Career Education plans to retain its national contacts with educational institutions, business, labor, industry and government using its three models.

The first model deals with educational institutions and is referred to as the CAWEE model.

The National Center's involvement with the schools of California has been the direct result of pursuing and establishing working relationships with organizations committed to and involved in the implementation of career education. California's State Department Career Education Unit and the California Association of Work Experience Educators previously had established a Master Training Program to utilize California educators in providing short-term inservice to their fellow educators.

The current agreement which the National Center has labeled the "CAWEE Model," clearly defines roles and responsibilities for the three organizations so that local school districts can avail themselves of the comprehensive, long-term services critical to the process of district wide implementation of career education.

The National Center is convinced that this model holds great promise for career education implementation across the nation. NCCE plans, therefore, to pursue conversations with similar organizations in other states in order to explore the potential for utilizing the model to assist other states or regions in actualizing the implementation process. The California experience has provided, within the model, the procedural steps and generalized roles, responsibilities and functions which we can utilize in formating other relationships and affiliations.

In similar fashion, the Alma Model will be the prototype for future involvements with higher education. The AT&T Model will be used in dealings with business, labor, industry and government.

An affiliation is being developed between the Montana AFL-CIO, NCCE and the Montana Office of Public Instruction to implement a program of curriculum design which would reflect labor. Also, the training of 1000 union stewards on the University of Montana campus is under consideration.

NCCE is working with the Montana Office of Public Instruction on a second project, a contract to assist them in conducting a statewide needs assessment to be utilized in the state plan for career education. The contract provisions require NCCE to: (1) design instruments for students, administrators, teachers, parents, higher education and business and industry institutions; (2) administer the instruments and collect the data; and (3) analyze and interpret the data.

National Center for Career Education's training package also utilized representatives of business, labor and government as community resources. One of the training sessions developed for Montana training sites is a panel discussion with the Education Relations Manager from Mountain Bell, a field representative for the Montana AFL-CIO, and the Montana Career Education Coordinator. This session has proven to be one of the most popular with the trainees.

Contact has been made with the Industry Education Council of California and the National Center for Career Education has been asked to submit proposals to the Council for future involvements.

5.0 Develop In Conjunction With the Participating Universities Implementation Plans for Affiliate Centers

DESCRIPTION:

The National Center for Career Education is continuously examining the possibilities of further expansion of services to career educators through Affiliate Centers at the designated Participating Universities.

MAJOR ACTIVITIES:

The National Center has established at the December 7 - 8 Participating Universities meeting in Missoula a format for preparation of implementation plans for Affiliate Centers. The parameters that were outlined to be used in development of the implementation proposals are narrated below.

The Affiliate Center is an operating entity as a component in the National Center for Career Education system. It is anticipated that NCCE's Affiliate Center will operate on or adjacent to Participating Universities. The relationship between NCCE, its Affiliate Center and the Participating Universities as outlined in "Tentative Relationship" is simply a point of departure for discussing the negotiated relationship. It is felt that the potential is available through NCCE to divest the Affiliate Center located at the Participating Universities from any state or institutional contraints that may restrict its ability to respond to career education needs. The combinations of contractual arrangements that may be established are numerous.

The goal of the Affiliate Centers is to provide career education services by responding to career educators' needs. The Affiliate Center provides service and supports

NCCE's career education efforts by thorough training, follow-up services, seminars and conferences, appropriate service contract, ancillary services as requested and identification and acquisition of materials. Affiliate Centers activities fall into two basic categories which are further broken down by their components:

A. Educational Services
  1. Training
    a) recruitment of trainers
    b) establishment of training sites
    c) conducting training
    d) providing follow-up services
  2. Other Educational Services
    a) conferences/seminars
    b) planning assistance
    c) evaluation assistance
    d) assessment assistance
    (many of the other services are integrated components of the training)
B. Support
  1. Administration
    a) director
    b) fiscal management
    c) materials process
      1) material identification
      2) materials acquisition
      3) library operations

To start an operating Affiliate Center, it is anticipated that at a minimum the following personnel would be required:

1 FTE Director/Trainer

1 FTE Office Manager

½ FTE Materials Coordinator/Grad Student

1.5 FTE Clerical/Work Study

Additional staff for training and training support would be added as the number of contact hours supplied increases.

It is planned that the budget is predicated upon a base budget figure and is flexible upward, on the basis of expansion of staff and support requirements due to increased demand for services.

The base figure is anticipated to be $65,000 - $85,000 with variations due to differing costs of personnel, travel, space and equipment.

1) The first step in the implementation of the Affiliate Center is the contractual agreement between the National Center for Career Education, Inc.(NCCE) and the Participating Universities. 2) After the contract between these two parties has been signed, it is the responsibility of the Participating Universities to aid NCCE in acquiring the minimal administrative operating facilities. These facilities will consist primarily of a space with phone and desks, or other suitable space to house the opening stages of the Affiliate Center operation.

3) When minimal operating administrative facilities are ready, the director of the new Affiliate Center will be chosen by mutual consent of the Participating Universities and NCCE, and will be hired by NCCE. 4) The Director will go to

NCCE Headquarters for training and, after training, will 5) hire his or her staff. 6) The rest of the Affiliate Center staff will then go to NCCE Headquarters for training. 7) When the staff has returned, the director and staff are trained for operations.

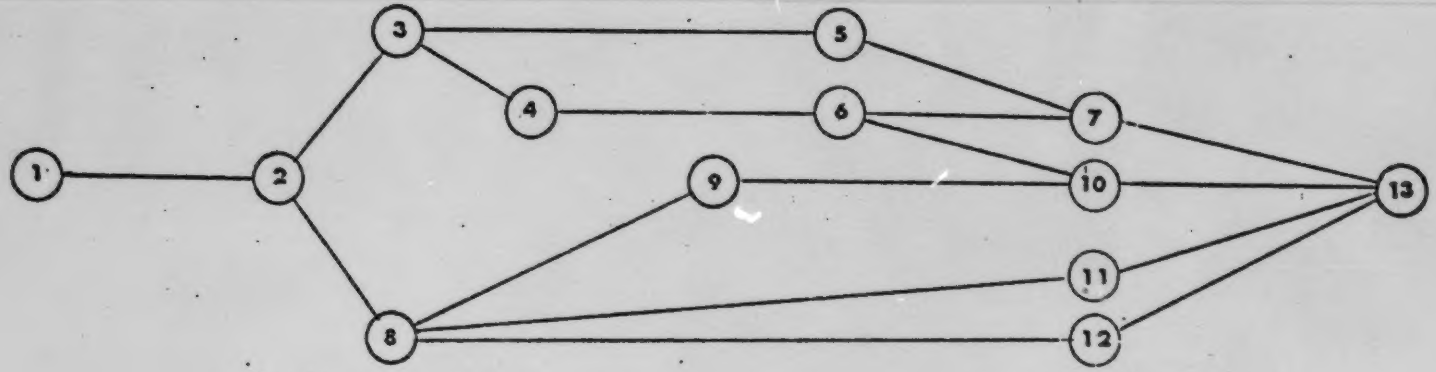
8) During the staff's training period, the director and office manager will oversee that the necessary library and support facilities are readied for operation. This will consist of preparing space and shelves to house the library of instructional materials, and the telephone lines (or provisions for lines) to operate the computer terminal. It is recommended that the Affiliate Centers have provisions for two telephone lines as the line for the terminal connection can be expected to be inaccessible for a significant portion of time. 9) When these preparations are completed, the library of instructional materials can be received by the Affiliate Center from NCCE Headquarters.

10) When the librarian has completed training and returns to the Affiliate Center, the librarian will finalize the library for operation. When facilities have been prepared and materials received and properly organized, the library of instructional materials is ready and awaiting computer support. 11) When the computer communications terminal system has been installed, it is ready for operation. 12) When all facilities (desks, phones and office supplies) are acquired and assembled, the physical facility is ready for operation. 13) When all four of these final steps have been completed, the Affiliate Center

is ready for full operation as depicted on the following page.

NCCE, INC.
612 EDDY
MISSOULA, MT 59812

PERT CHART
AFFILIATE CENTER
IMPLEMENTATION



1) AGREEMENT SIGNED BETWEEN NCCE AND PARTICIPATING UNIVERSITY

2) MINIMAL OPERATING ADMINISTRATIVE FACILITIES ARE READY

3) DIRECTOR OF AFFILIATE CENTER AGREED UPON AND HIRED

4) STAFF HIRED FOR OPERATION OF AFFILIATE CENTER

5) DIRECTOR OF AFFILIATE CENTER TRAINED

6) STAFF OF AFFILIATE CENTER TRAINED

7) STAFF DEVELOPMENT COMPLETED, STAFF READY FOR OPERATIONS

8) LIBRARY AND SUPPORT FACILITIES ARE READY

9) LIBRARY OF INSTRUCTIONAL MATERIALS RECEIVED AT AFFILIATE CENTER

10) LIBRARY OF INSTRUCTIONAL MATERIAL READY FOR OPERATIONS AT AFFILIATE CENTER

11) COMPUTER COMMUNICATIONS READY FOR OPERATIONS AT AFFILIATE CENTER

12) FACILITIES ARE READY FOR OPERATIONS AT AFFILIATE CENTER

13) AFFILIATE CENTER READY FOR OPERATION

6.0 Make Career Education Materials Available On-Center To Practitioners

DESCRIPTION

The NCCE central offices house centralized acquisitions, classification, storage and retrieval operations. This central office can be contacted directly or through Affiliate Centers to have materials located or to have known materials delivered.

The objective is to be of service to the career education practitioner - service their needs with materials relevant to their needs. NCCE tries to be flexible and stay tuned to the Users' needs, to serve the individual or institution to the best of our ability.

NCCE's centralized acquisitions and systems support, coupled with decentralized communication, distribution and collection points, has proved to be the best way to deliver service to the career education practitioners of the United States. Centralized information controls duplication and allows for controlled broadcast of information. Decentralized communications and distribution points allow for convenient access to, receipts from, and communication with the centralized information and services.

Centralized service systems have been operationalized to support remote career education practitioners from across the Nation. Field versions of the following materials are in use:

- Contact persons system operating
- Affiliate Centers operationalization in process (see 5.0)
- Coordination of information gathered in communications with practitioners (see 4.0 and 7.0) into the materials service systems.

There are 2155 citations presently on the computer searchable bank. Since July, institutions and individuals have submitted over 287 searches to be performed. Feedback from NCCE training and feedback solicited from other Users has been very positive concerning the delivery system.

Materials physically delivered to Users are presently being generated at a level of 300+ documents per month and significant increases are projected.

User feedback has primarily recommended 1) broadening the bank content and 2) increasing the number of documents on the bank. Both recommendations are priority operations goals.

DESCRIPTION: 7.0 Provide On-Center Services to Practitioners

The training program utilized by the National Center for Career Education is, in reality, a "comprehensive career education assistance package" which aids both educators and community resource persons in designing, implementing, evaluating, and revising career education programs and activities to meet student needs. The length of training varies depending on the specific situation and is being provided by bringing trainees to the Center and by taking the training to local sites where the trainees are employed.

Recommendations from the 1976 Spring field test of the training program suggested that the training must be delivered in the local setting if maximum impact was to be achieved. The U of M Affiliate Center therefore, has utilized the first year of the project to establish six local training centers in Montana. Training at these sites was completed in June. An indicator of the Center's expanding involvement in delivering training is the approximately 18,000 hours of training delivered during the first year to: (1) school districts, (2) colleges and universities, (3) state departments of education, and (4) businesses and industries.

The sub-categories of this major scope-of-work item are simply components of the training package which, under the auspices of the CEITAIMS project, is utilized to deliver career education through materials adaptation and review. Each of the following items as described in the training outline is integrated into the training process at each of the training sites.

DESCRIPTION: 7.1 On-Center Career Education Program Planning

The NCCE training package has incorporated program planning through a unique process of interfacing needs assessment and program identification. (See Appendix I, p. 99 "Needs Assessment Instrument"). The program identification procedures are outlined in the "Cues to Program Identification" which is the initial starting point for subsequent planning. (See Appendix J, p.101)

DESCRIPTION: 7.2 On-Center Career Education Curriculum Design

Curriculum design is a process in which a trainee utilizes Program Identification and the CEIA guide (see Appendix K, p.112)procedures to develop learning activities that infuse career education concepts into the instructional program. See Appendix L, "Food For Thought, p. 116 for an example of an activity created in a NCCE training session which became part of a school curriculum.

DESCRIPTION: 7.3 On-Center Career Education Implementation

Consideration of requirements for both learning activities and overall institutional implementation is facilitated by categorically examining the implications for implementation, by studying successful strategies utilized by other individuals and/or institutions, and by adapting NCCE implementation guidelines to the specific situation.

DESCRIPTION: 7.4 On-Center Career Education Materials Review and Adaptation

Trainees utilize the NCCE search and retrieval procedures (see 1.0) to select from the wide range of curriculum materials and programs stored in NCCE's national bank of career education materials. (NCCE classifies and stores materials in a unique computer format that allows an individual search to focus on up to 40 variables simultaneously). The trainees then examine the adaptation of the ideas in the material through the 6R CELA method. (See Appendix M, p.120)

PROJECTIONS: The NCCE staff is working with the School of Education at the University of Montana to create an external teachers' Masters in Education degree program with an emphasis in career education. The coursework would involve a total of 54 graduate credits for practicing educators.

The Masters would revolve around the initial core of 4 courses involving Administration, Guidance, Curriculum and Research with the descriptions found below. In addition, a course in drugs or a course containing a unit on drugs must be completed to satisfy the requirements for a Masters. (See Appendix N for an outline of the External Masters Degree.)

An external degree in education will fill a need for educators who are in a NCCE training program off-campus and are interested in obtaining a graduate degree.

DESCRIPTION

8.0 Evaluation

The evaluation of the Career Education Information, Training and Instructional Materials System has a systematic approach to evaluation including internal process and product evaluation and external evaluation by the Montana State University Education Research Division, who evaluate overall effectiveness of the system and aid in the improvement and modification of the evaluation design. (See Appendix O, "Evaluation: NCCE", p. 124)

The evaluation design is an effort to assess the quality and efficiency of the delivery processes by Users of the system. The evaluations are broken down by the service components of training and computer search and retrieval delivery.

The training is evaluated through a series of session evaluations that assess the content and quality of the instruction. The session evaluations are an immediate feedback mechanism for evaluating the process.

The product evaluation is determined by matching the initial assessed needs against both the session evaluation, the curriculum materials developed and the summative content and quality evaluation of the training package. The instruments that are used are a combination of needs assessments, session evaluations, final competence testing and User evaluation.

The computer search and retrieval system is evaluated through a User-completed materials applicability card. This card indicates the applicability of the material sent in response to the request.

PROJECT PERSONNEL

Personnel

Listed below are the names, titles and hire dates of the staff members of the Career Education Information, Training, and Instructional Materials program. Many of the staff were involved in the prior year's planning and were, therefore, able to bring a backlog in excess of six person years of experience to bear on the current project.

NATIONAL CENTER FOR CAREER EDUCATION

Dr. Vincent D. Barry - Director - July 1, 1976

Maugie M. Hunt - Curriculum Materials Services Coordinator - July 1, 1976

Dennis Niedermeyer - Assistant Director for Administrative Services - July 1, 1976

Kenneth Murray - Assistant Director for Materials Processing Services - July 1, 1976

James N. Christensen - Bookkeeper - July 1, 1976

Betty Wing - Office Manager - July 1, 1976

Margaret Simonsen - Special Consultant - July 1, 1976

Helen McClain - Materials Classifier - July 1, 1976

Harrell Guard - Assistant Director for Education Services - August 1, 1976

Quentin Schwartz - Training Center Coordinator - August 12, 1976

Lynne Weiss - Keypunch Operator - September 1, 1976

Claudia Fahey - Keypunch Operator - September 1, 1976

Paula Knight - Clerk Typist - October 1, 1976

Dian Doheny - Work Study Student - October 13, 1976

Stephanie Smith - Keypunch Operator - November 1, 1976

David Clapsaddle - Trainer - January 3, 1977

Mark Peenstra - Work Study Student - June 13, 1977

Karen Ostermiller - Work Study Student - June 14, 1977

Maria T. Lupo - Work Study Student - June 16, 1977

Heidi Hess - Special Projects - June 17, 1977

Kim Meadche - Youth Employment - June 20, 1977

Felipa Rodriguez - Youth Employment - June 20, 1977

Devie Martin - Youth Employment - June 20, 1977

Cindy Talley - Youth Employment - June 27, 1977

DISSEMINATION

Dissemination Summary

The National Center for Career Education, Inc. (NCCE) under the CEITAIMS Project grant from the Office of Career Education has been broadening its dissemination of career education information and materials in a number of ways. During the prior year, dissemination activities have included expanding the people contacted through the newsletter to over 2100.

Designation of contact people across the country who can respond to individuals' requests for information about the National Center for Career Education and NCCE's career education services add to the dissemination process.

Participation in the Commissioner's National Conference on Career Education enabled the National Center for Career Education to directly interact with over 2000 educators who visited the NCCE booth in Houston. A booth at the National Dissemination Forum provided contacts with another 285 people.

These activities are over and above those indicated in Section 1.0 in which NCCE has responded to 125 search requests which in turn generated requests for materials at the current rate of 300 per month.

SPECIAL ACTIVITIES

Special Activities

In the CEITAIMS acquisition process, bibliographies which contain references to non-biased materials are sought and materials are requested from them.

In the CEITAIMS previewing process, a great effort has been made to search written materials and audio-visual materials to ascertain any sex role stereotyping or racial bias in career education materials. This is noted on a special preview form.

All career education materials classified are scrutinized for sex role or racial bias using a guide constructed for this purpose. The guide uses data from USOE Title IX, the SEE Program, Houghton-Mifflin and EPIE. As new data is acquired, the guide is updated. A notation is made on the classification form to indicate the presence of bias.

Two pieces are used in the NCCE training program to make the teachers aware of bias. "Examples of Discriminatory Ideas and Practices" and "Tips for Non-Stereotyped Teaching" are sheets which point to typical areas of stereotyping and give suggestions as to teaching methods which overcome it.

A constant effort is made to eliminate sex and race bias from the NCCE program. NCCE is working in cooperation with groups such as Project CHOICE in Waterville, Maine.

A NCCE consultant traveled to Anchorage to train the school district's bilingual tutors.

NCCE has established a reciprocal search exchange agreement with the National Center of Education Media and Materials for the Handicapped in order to make materials available to handicapped people.

Three of NCCE's training sites during 1976-77 were on Indian reservations in Montana, serving 100 Native Americans.

NCCE sent approximately 3000 pages of Spanish and bilingual materials to the Association of Mexican American Educators who were interested in setting up their own center for Spanish career education materials.

APPENDICES

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B NCCE Materials Processing -- How It's Done . . . . . p. 54
C Acquisition Chart . . . . p. 62
D Materials Classification Procedure . . . . p. 63
E Search Request Packet . . . . p. 68
F Board of Directors Membership List . . . . p. 76
G Board of Directors Meeting Minutes . . . . p. 77
H NCCE News . . . . p. 96
I Needs Assessment Instrument . . . . p. 99
J Cues to Program Identification . . . . p. 101
K CELA Guide . . . . p. 112
L Food For Thought . . . . p. 116
M 6R CELA Method . . . . p. 120
N External Masters Degree . . . . p. 121
O Evaluation . . . . p. 124
P NCCE Training Manual . . . . p. 143
Q Resource Guide

APPENDIX A

IN-SERVICE TRAINING SITES

Protracted In-Service

DATES	PLACE	NO. OF HOURS	AUDIENCE	NO. OF PARTICIPANTS
July-August	U of M, Missoula	60	Teachers, Admin.	19
Oct. 8-May 10	Conrad, MT	90	Public School	25
Oct. 27-May 19	Kalispell, MT	90	Public School	19
Oct. 1-June 10	Ft. Belknap, MT	126	Indian Action Agency	7
Jan. 14-June 2	Browning, MT	90	Public School	32
Mar. 1-Apr. 27	Superior, MT	60	Public School	18
Mar. 23-May 19	Thompson Falls, MT	60	Public School	12
Oct. 21-Mar. 10	Sacramento San Jose, CA	60	Local & County Regional Vocational & General Administrators	125
June 15-17	U of M, Missoula	60	Teachers, Administrators	16

SHORT TERM ORIENTATION

Date	Place	# of Hours	Audience	# of Part.	Contact Hours
July 19	Billings	2	Special Leadership Conference	80	160
July 20	Browning	2	School Board	10	20
August 9	Busby	16	Teacher Aides	60	960
August 16-19	Washington, D.C.	2	CE Project Directors	40	80
August 23	Missoula	1	Supt. of Montana AA School	14	14
August 26	Conrad	2	School Faculty	100	200
August 27	Brady	2	School Staff	18	36
August 30	Washington D.C.	2	State CE Directors	47	94
September 9	Busby	3	Public School	35	105
September 10	Hardin	2	Public School	15	30
September 10	Billings	4	Public School	5	20
September 14-15	Colorado State U at Missoula	16	University	3	48
September 20	Great Falls	4	Public School	18	72
September 27-30	Alaska		Administrators		
	Alaska	5	Kenai	20	100
	Alaska	3	Nome	2	6
	Alaska	3	SE Regional Agency	15	45
	Alaska	1	Anchorage	18	18
October 7-8	Missoula	4	AT&T	3	12
October 20-21	Casper, WY	4	School Administrators	10	40
October 26	Libby	2	Public School Administrators	10	20
October 26	Troy	2	Public School Administrators	4	8
November 7-10	Houston	2	Practitioners	10	20
November 22	Helena	4	Mountain View	15	60
November 22	Helena	1	Public School Administrators	3	3
December 2	Dillon	2	College Administration	5	10
December 7-8	Missoula	16	Participating Universities	7	112

Dates	Place	# of Hours	Audience	# of Part.	Contact Hours
December 15	Swan Lake	2	Swan Forest Youth Camp	4	8
1977					
January 3-7	Washington, D.C.	2	N.E.A., John Sullivan	1	2
January 10	Polson	2	Public School	8	16
January 12	Ft. Collins, CO	6	University	17	102
January 26	Albuquerque, N.M.	6	Bell Telephone	20	120
"	"	1	Career Enrichment Center Public Schools	120	120
January 27	Helena	3	Public Schools	16	48
February 1	Billings	2	Public School Administration	4	8
February 5	Las Vegas, NV	2	Work Experience Educators National Conference	300	600
February 10	Lewistown	3	Public School	10	30
February 14-18	Anchorage	24	Bilingual Tutors-John Hunt	15	360
February 15	Dillon	3	College	35	105
February 15	Missoula	3	Public School Administration	3	9
February 21	Hamilton	1	Public School	8	8
February 26	Missoula	2	Superintendents of Overseas Schools	20	40
February 28	Missoula	3	Public School	75	275
March 4	Chicago	2	AACTE	27	54
March 10	San Jose, CA	4	Master Trainers of Northern California	30	120
March 11	Orange County, CA	4	Master Trainers of Southern California	15	60
March 15	Deer Lodge	2	Public School	10	20
March 18	Choteau	1	APCS Meeting	20	20
March 29	Stevensville	2	Public School Administration	4	8
April 4-5	Albuquerque	6	AT&T	24	72
April 12	Crook Co., WY	2	Cooperative Occupational Education Advisory Committee	40	80

Dates	Place	No. of Hours	Audience	# of Hours	Contact Hours
April 12	Crook Co. WY	2	CE Practitioners	60	120
April 20	Randolph, Vermont	6	College & University	25	150
April 22	Helena	1	Public School	50	50
April 25-26	Yolo Co., CA	12	Public School	16	192

A third type of training offered by NCCE was Direct Service to students

Date	Place	# of Hours	Audience	# of Participants
August 9-20	University of Montana	75	Montana Students Age 14-20	200

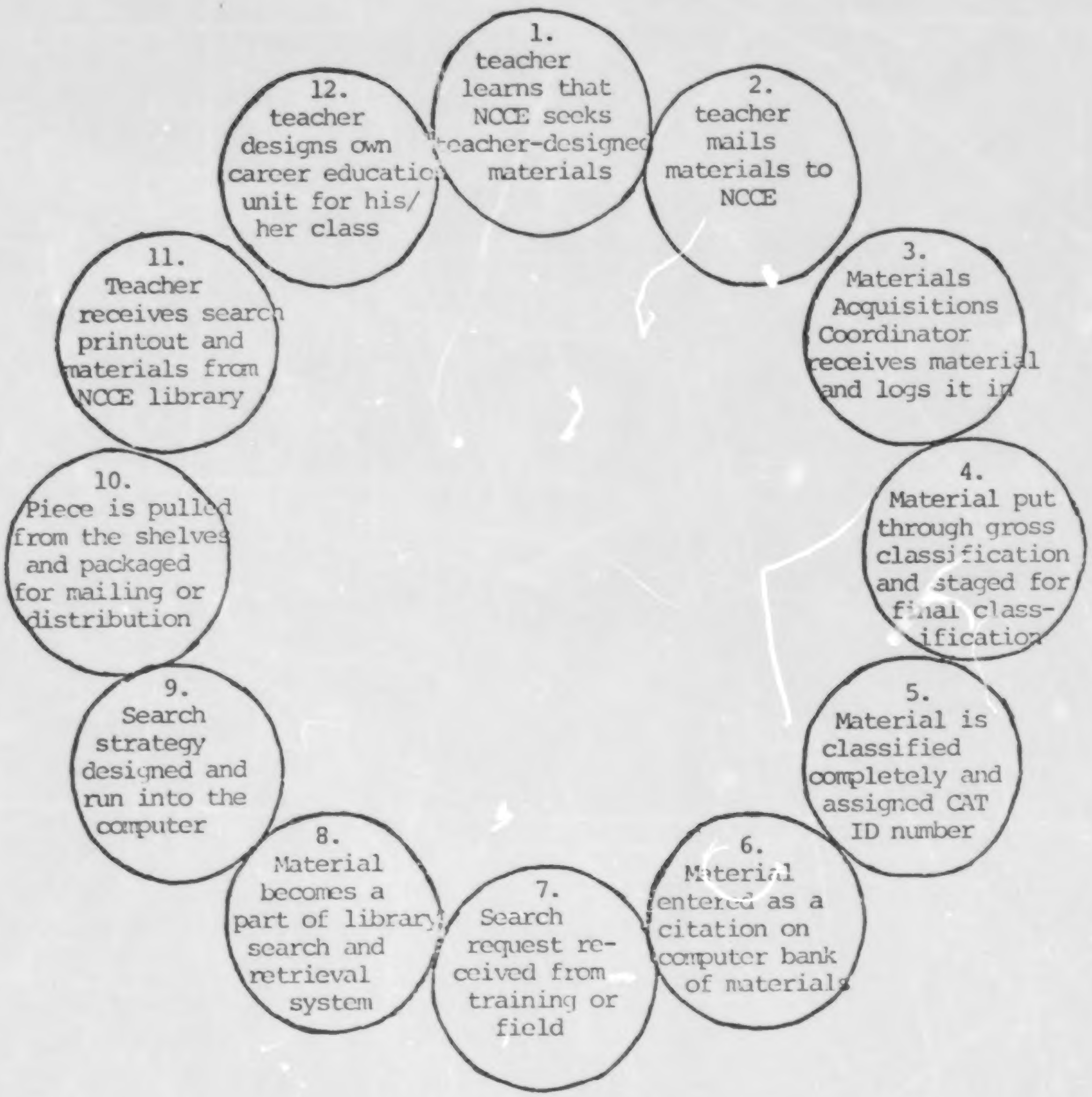
APPENDIX B

NOCE MATERIALS PROCESSING -- HOW IT'S DONE

NATIONAL CENTER FOR CAREER EDUCATION

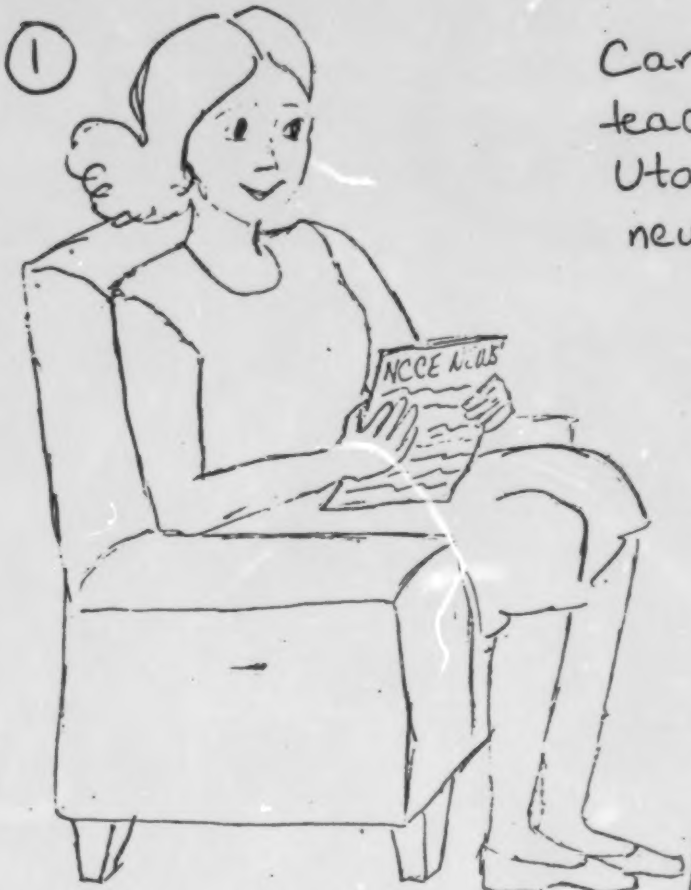
NCCE MATERIALS PROCESS - HOW IT'S DONE

MATERIALS ACQUISITIONS AND PROCESSING OVERVIEW



1. teacher learns that NCCE seeks teacher-designed materials
2. teacher mails materials to NCCE
3. Materials Acquisitions Coordinator receives material and logs it in
4. Material put through gross classification and staged for final classification
5. Material is classified completely and assigned CAT ID number
6. Material entered as a citation on computer bank of materials
7. Search request received from training or field
8. Material becomes a part of library search and retrieval system
9. Search strategy designed and run into the computer
10. Piece is pulled from the shelves and packaged for mailing or distribution
11. Teacher receives search printout and materials from NCCE library
12. teacher designs own career education unit for his/her class

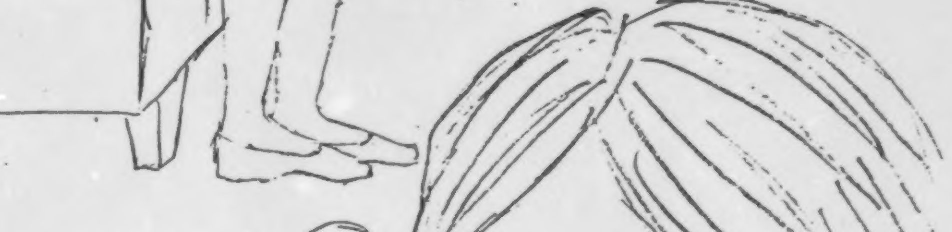
①

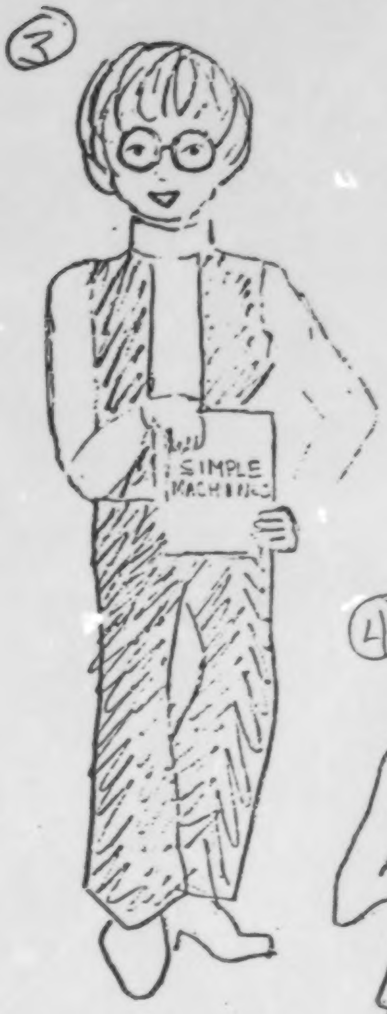


Carol Kelsey, a teacher in Provo, Utah reads our newsletter.

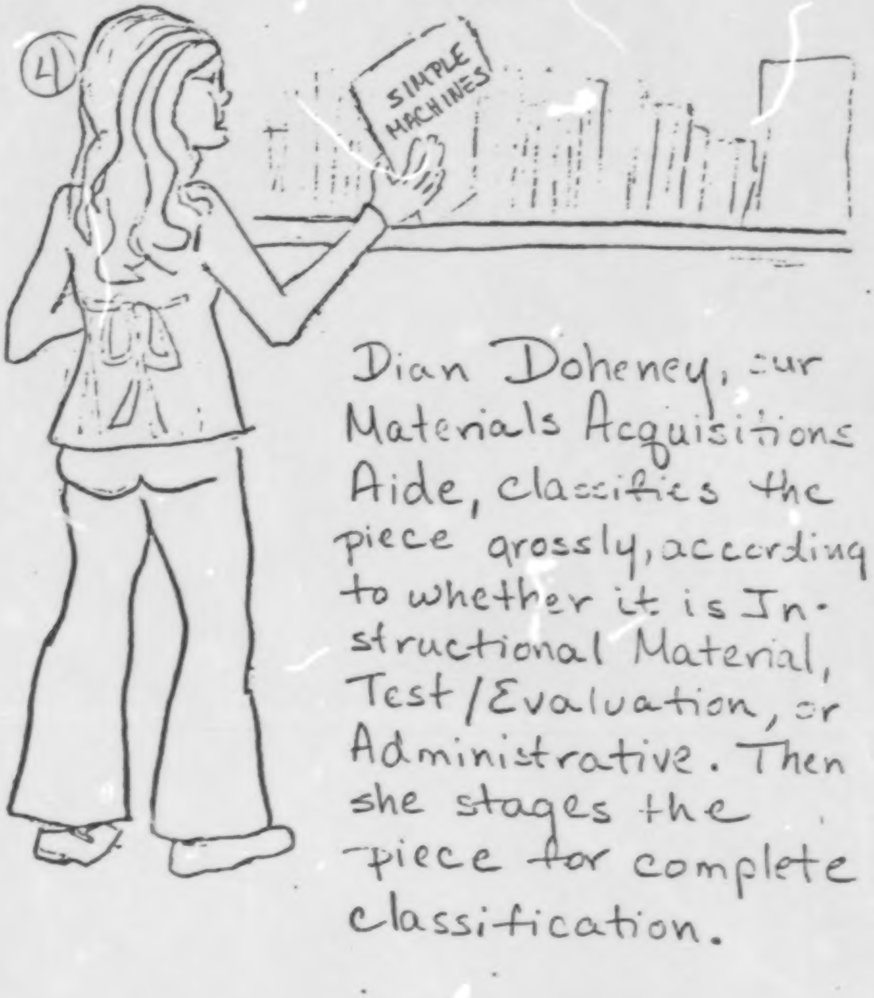
②

She sees that NCCE is eager to receive teacher made materials and share them with other educators, so she sends her unit, Simple Machines, to us.



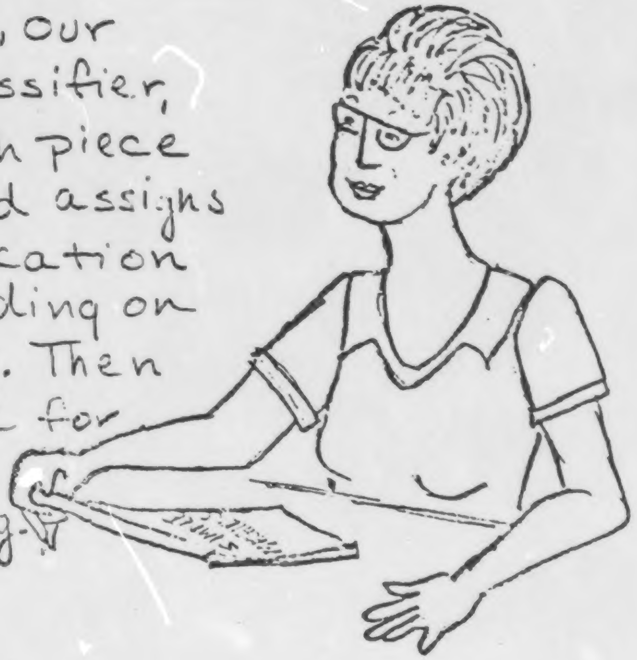


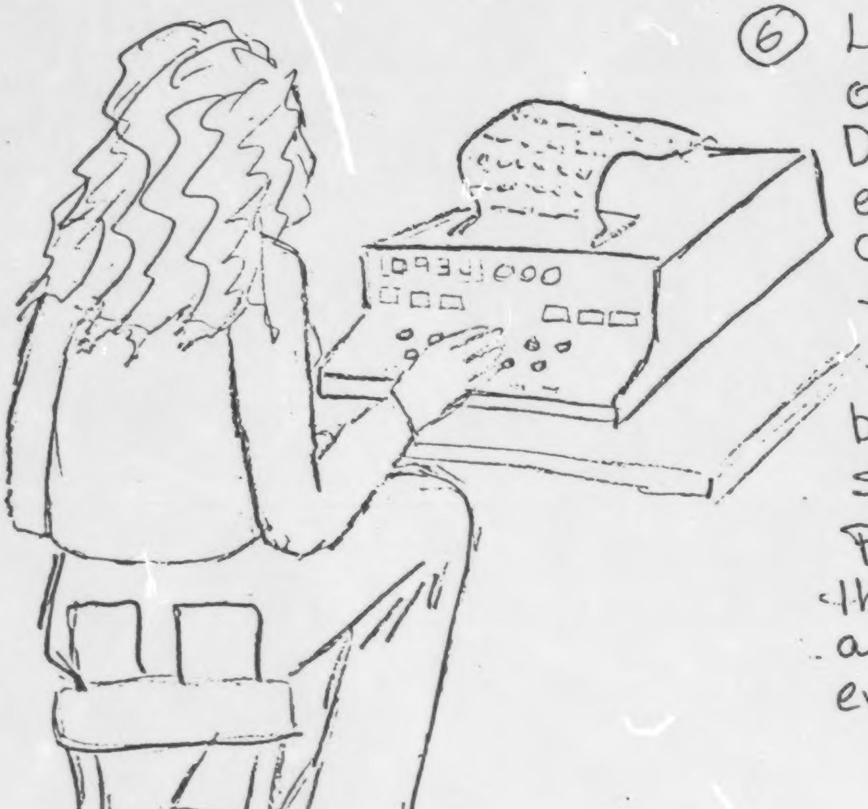
Madgie Hunt, our Materials Acquisitions Coordinator, receives Carol's unit and logs it in. This way she knows when the unit came in and who sent it.



Dian Doheney, our Materials Acquisitions Aide, classifies the piece grossly, according to whether it is Instructional Material, Test/Evaluation, or Administrative. Then she stages the piece for complete classification.

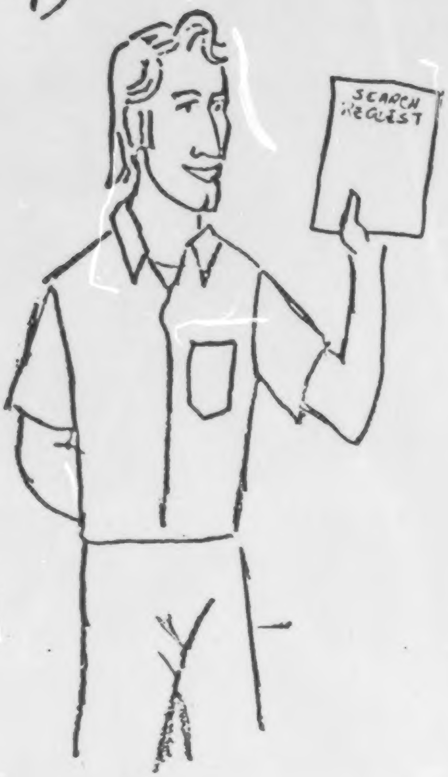
⑤ Helen McClain, our Materials Classifier, classifies each piece completely and assigns it a classification number depending on its category. Then she stages it for electronic data processing.





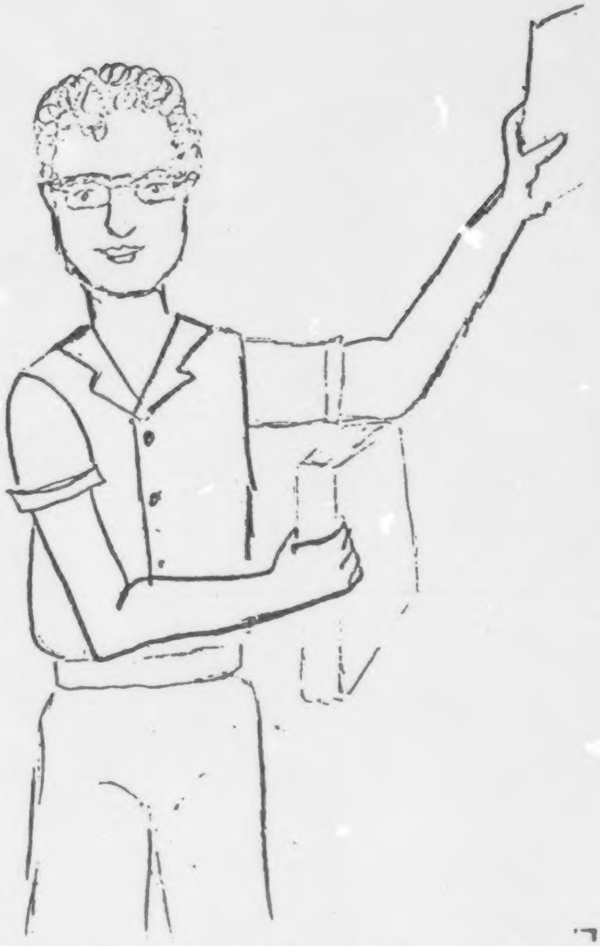
⑥ Lynne Weiss, our Electronic Data Processer, enters the citation of the piece onto the computerized bank. Then she has cards punched so that we have a record of every citation.

7)



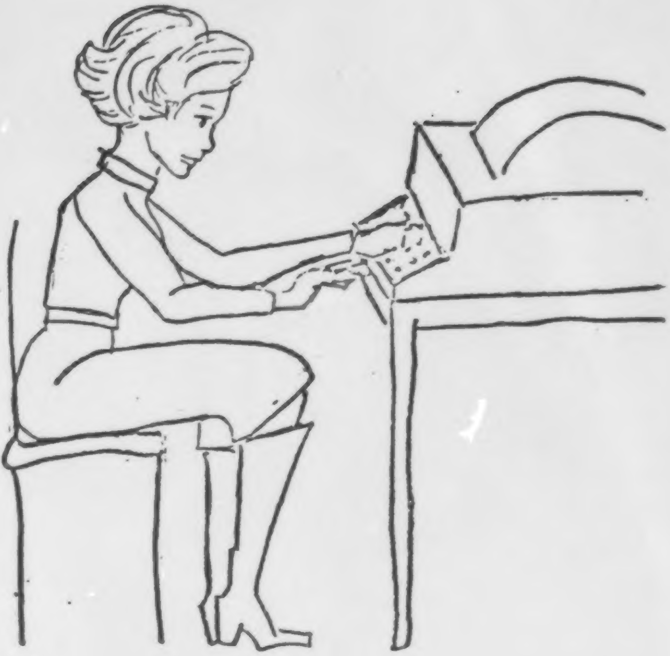
Quentin Schwartz, one of our trainers, brings back a search request from Micheal Efta, a student in one of his training classes.

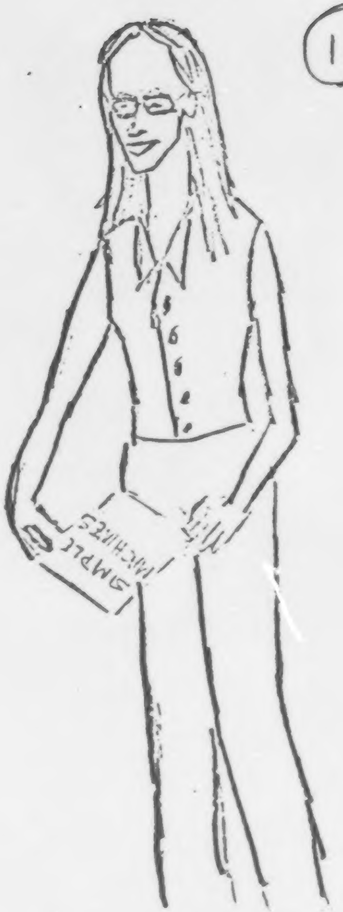
8



Ken Murray, our Assistant Director in charge of Materials Processing, designs and checks the systems and programs that keep the library running.

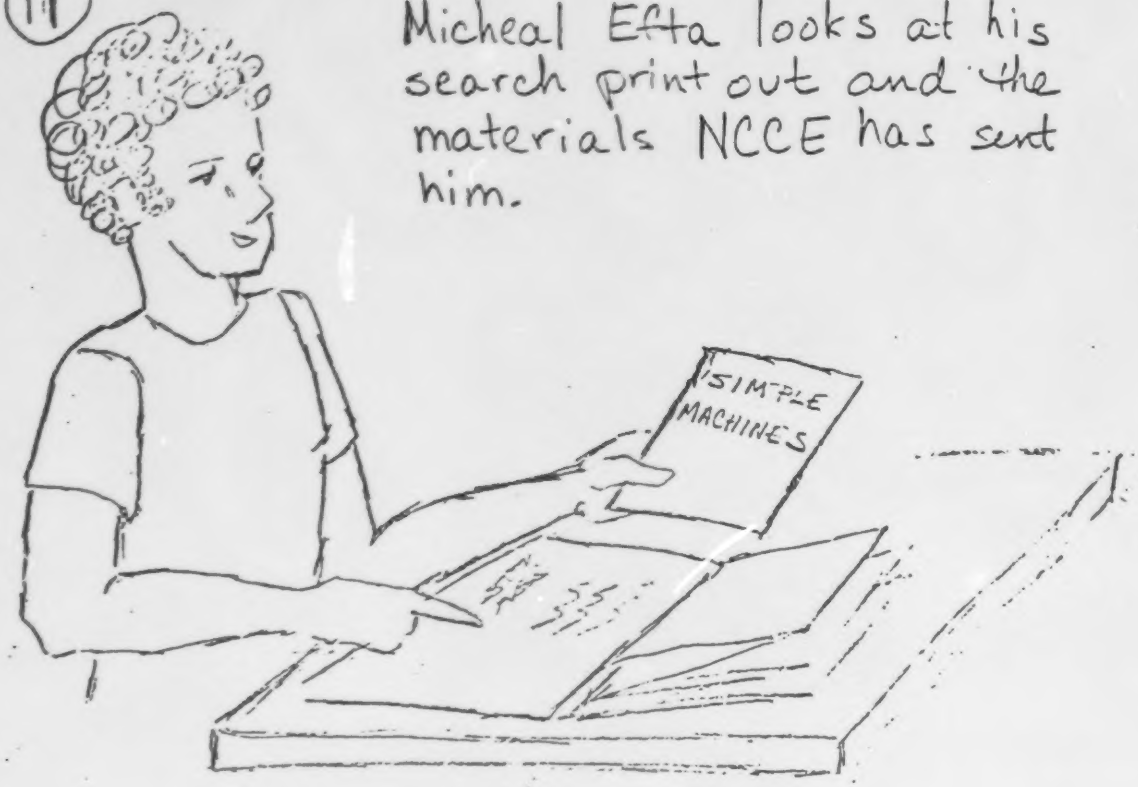
⑨ Claulia Fahey, our Search Strategist, designs a search strategy and runs it through the computer to get a listing of materials Micheal can use.





⑩ Stephanie Smith, our work-study student, pulls the piece from the shelves and prepares and packages it for mailing to Micheal.

⑪ Micheal Efta looks at his search print out and the materials NCCE has sent him.



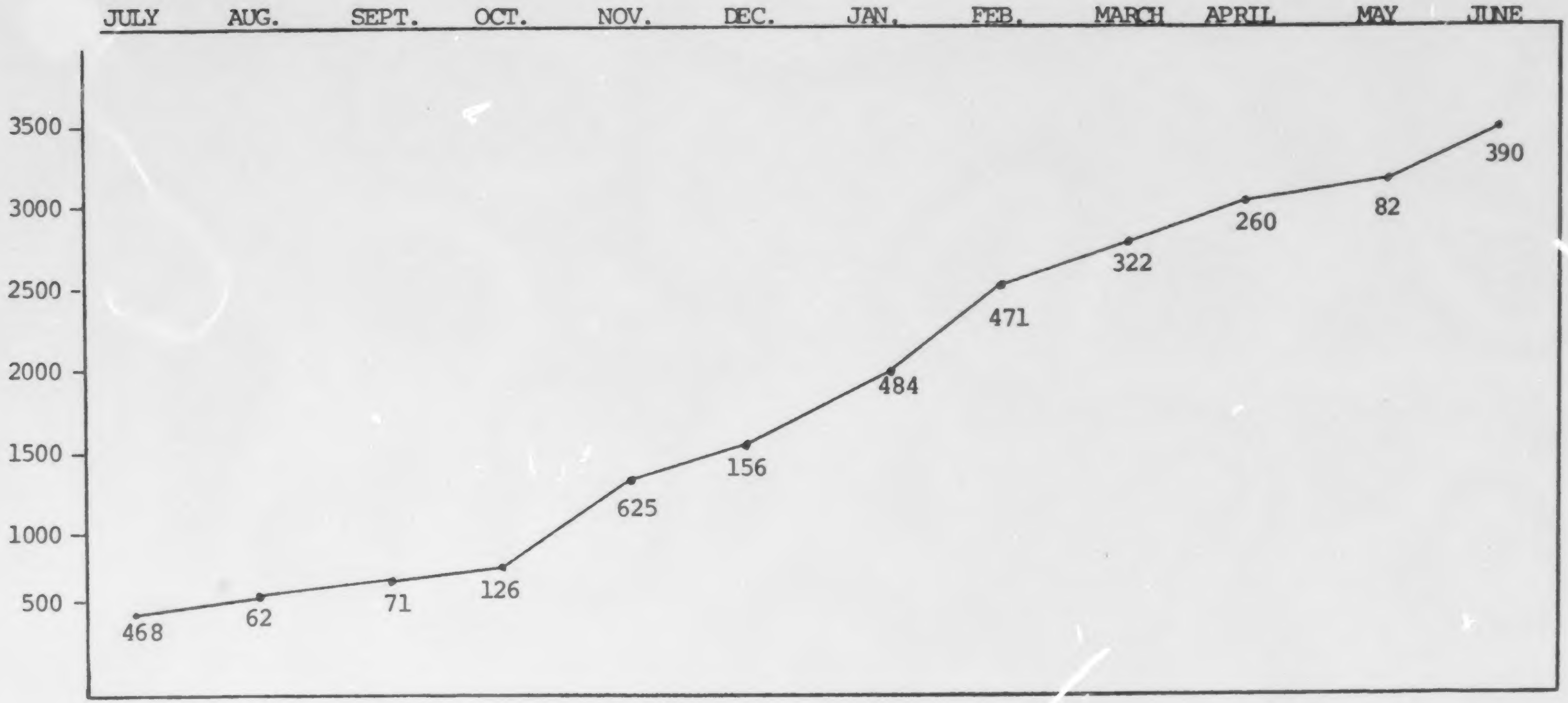
⑫ He uses the ideas from these pieces in his training class to develop his own unit. He sends his new unit back to NCCE with his trainer and the process begins all over again.

APPENDIX C

ACQUISITION CHART

LIBRARY MATERIALS RECEIVED MONTHLY

1976-77



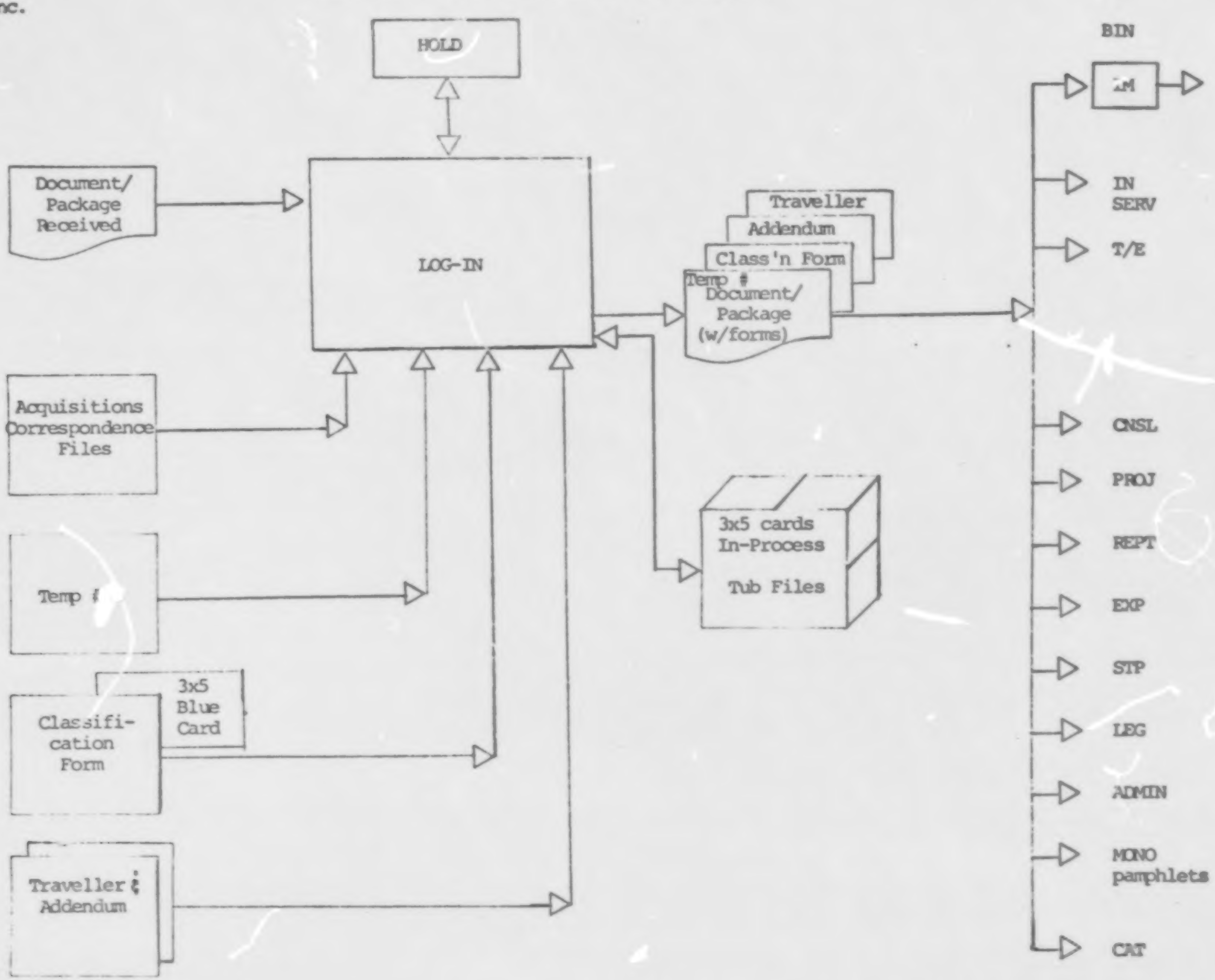
NCCE, Inc
612 Eddy
University of Montana
Missoula, MT 59812

APPENDIX D

MATERIALS CLASSIFICATION PROCEDURE

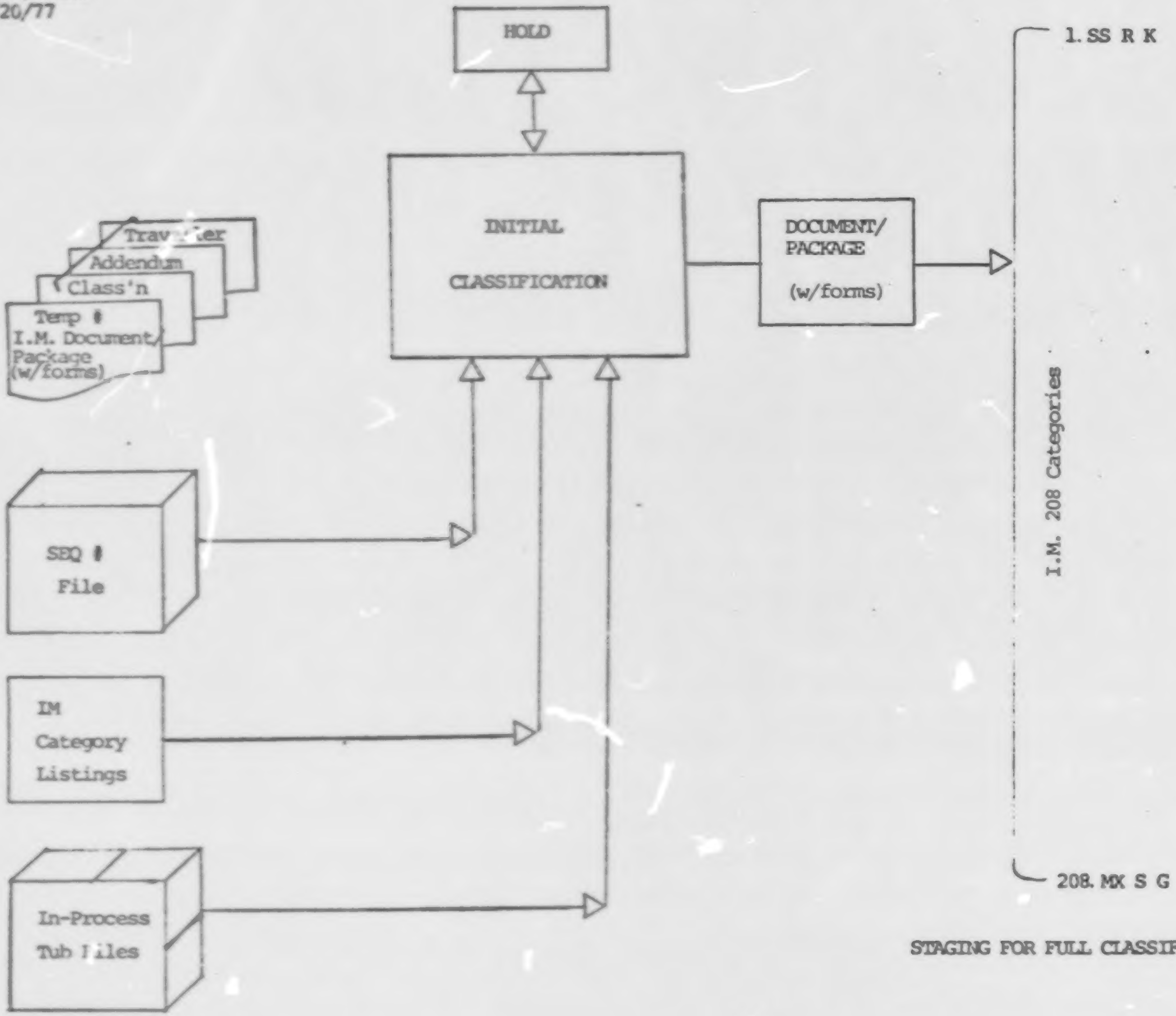
MATERIALS CLASSIFICATION PROCEDURE

NCCE, Inc.
7/20/77


HOLD
Document/ Package Received
LOG-IN
Acquisitions Correspondence Files
Temp #
Classification Form
3x5 Blue Card
Traveller & Addendum
Traveller
Addendum
Class'n Form
Temp #
Document/ Package (w/forms)
3x5 cards In-Process
Tub Files
BIN
IM
IN SERV
T/E
CNSL
PROJ
REPT
EXP
STP
LEG
ADMIN
MONO pamphlets
CAT

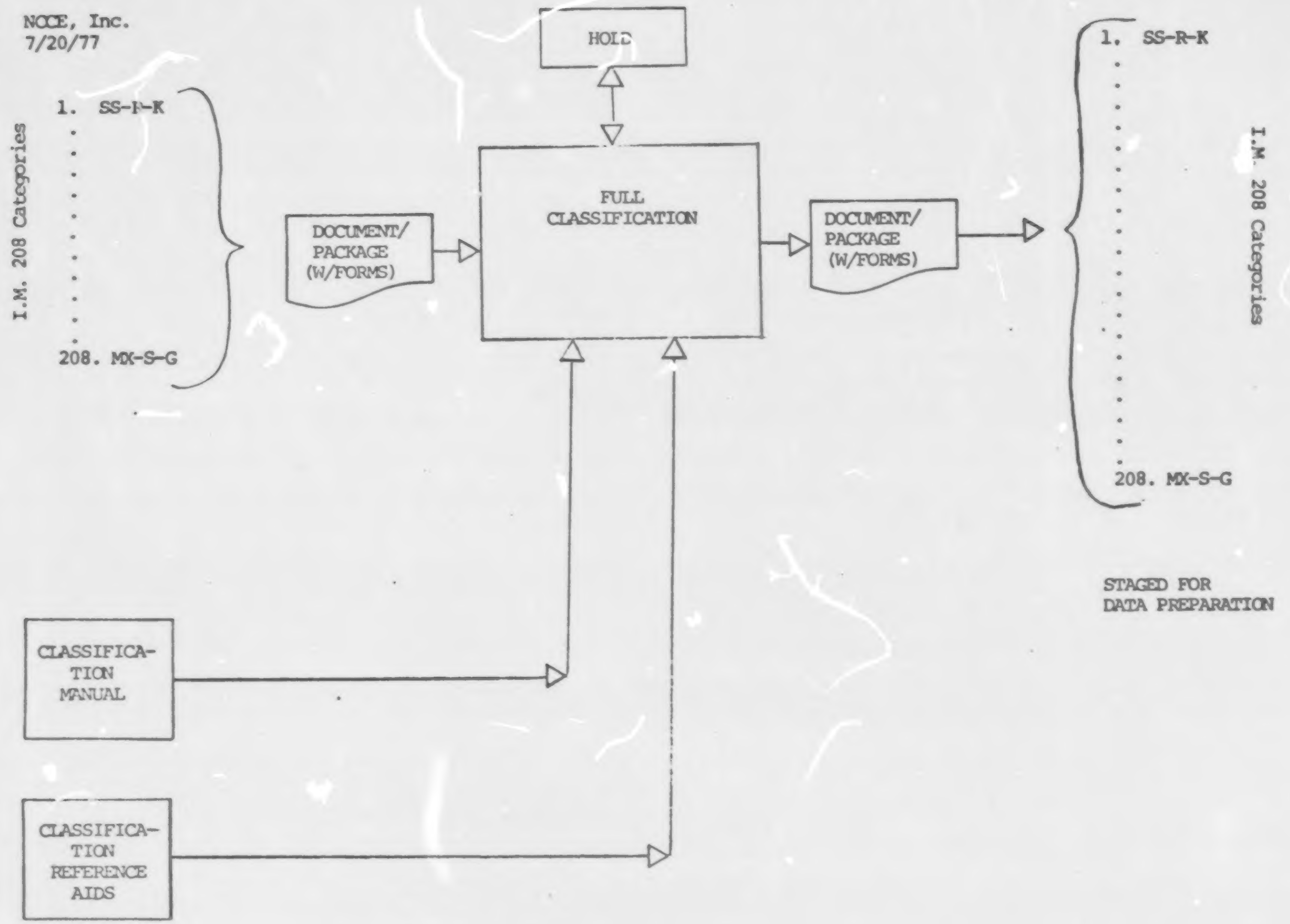
STAGE FOR INITIAL CLASSIFICATION

NUCE, Inc.
7/20/77

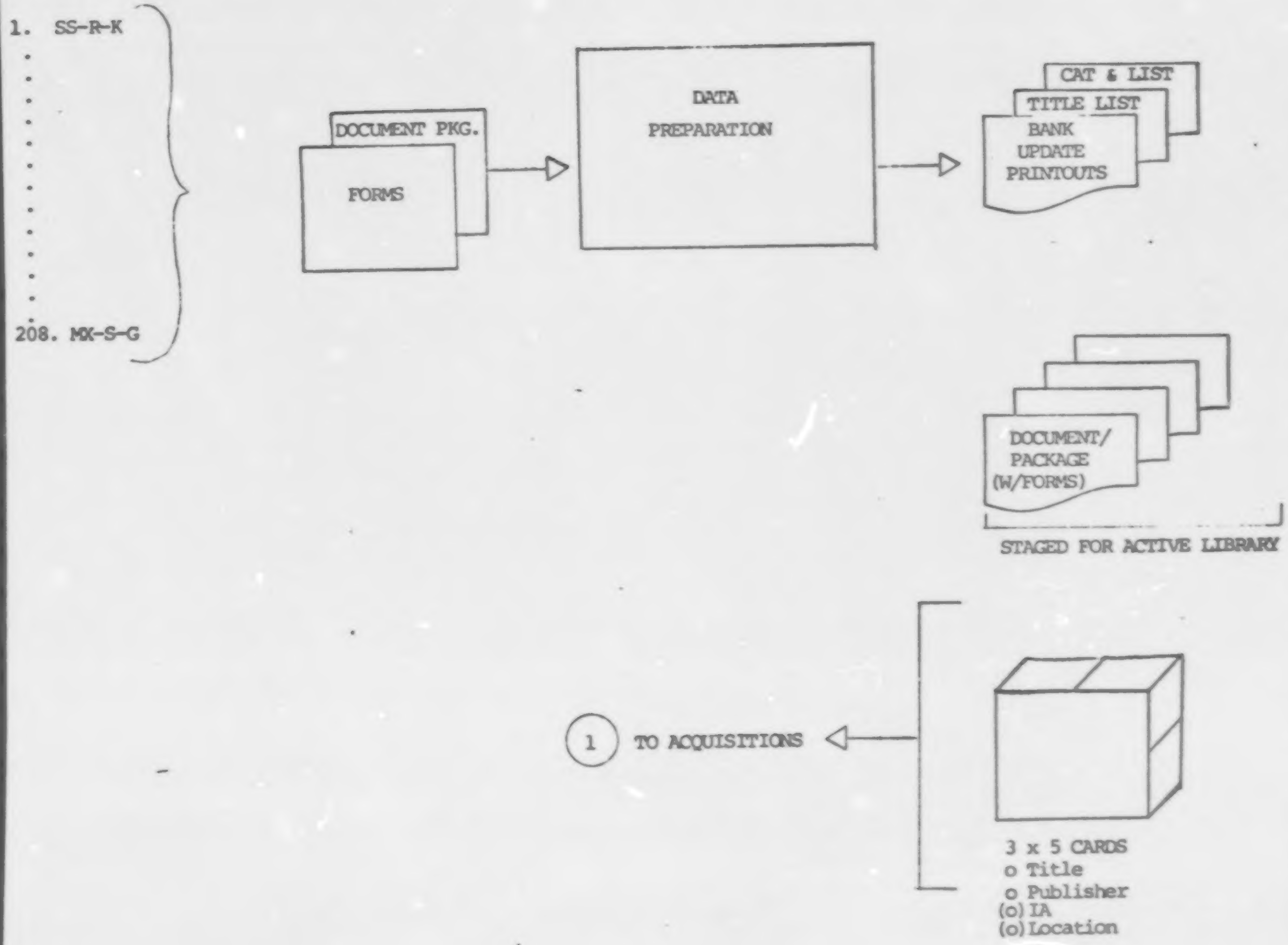

HOLD
INITIAL CLASSIFICATION
DOCUMENT/ PACKAGE (w/forms)
Traveler
Addendum
Class'n
Temp #
I.M. Document/ Package (w/forms)
SEQ # File
IM Category Listings
In-Process Tub Files
1. SS R K
I.M. 208 Categories
208. MX S G

STAGING FOR FULL CLASSIFICATION

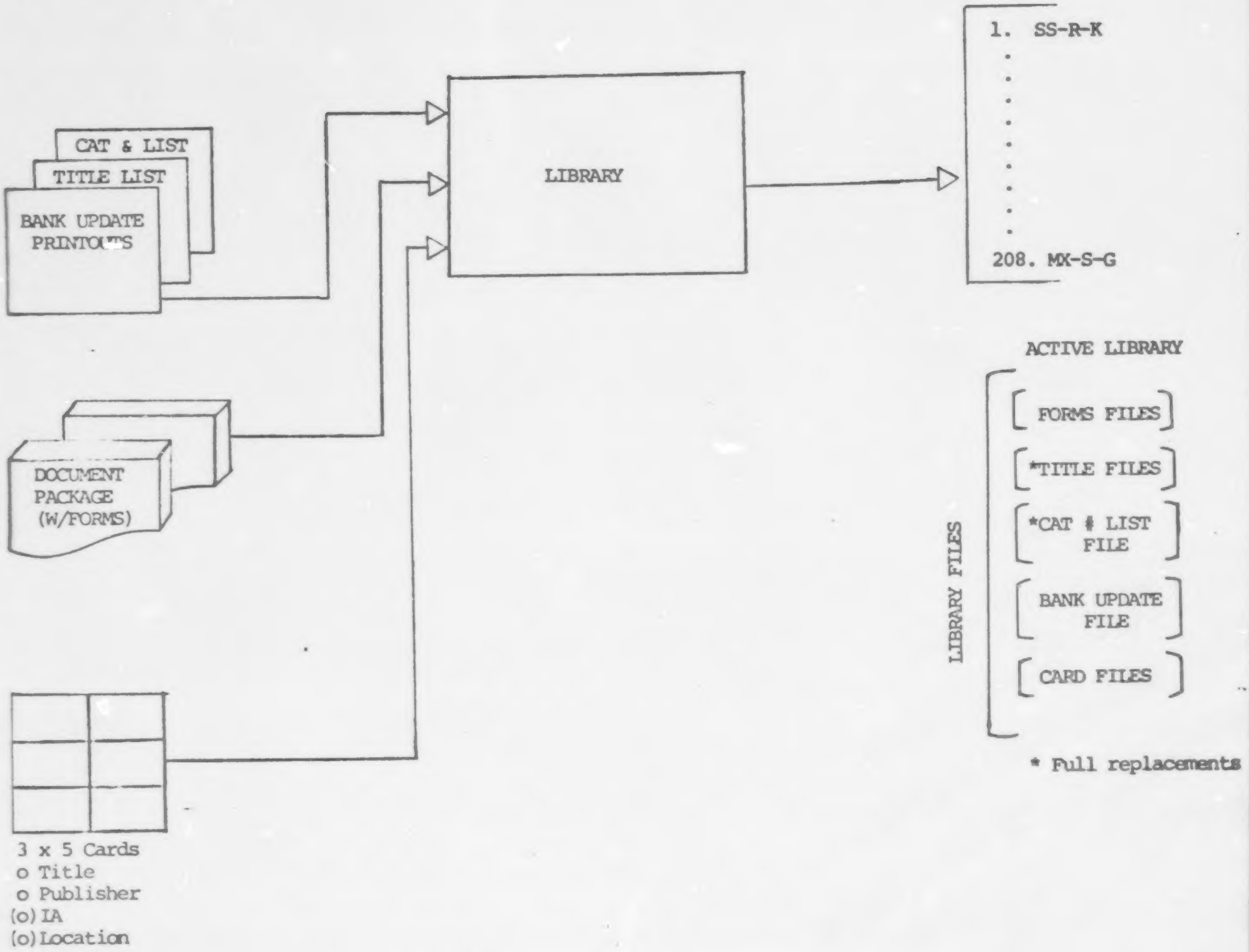
NCCE, Inc.
7/20/77


I.M. 208 Categories
1. SS-R-K
208. MX-S-G
DOCUMENT/ PACKAGE (W/FORMS)
HOLD
FULL CLASSIFICATION
DOCUMENT/ PACKAGE (W/FORMS)
1. SS-R-K
208. MX-S-G
I.M. 208 Categories
STAGED FOR DATA PREPARATION
CLASSIFICATION MANUAL
CLASSIFICATION REFERENCE AIDS

NCCE, Inc.
7/20/77


1. SS-R-K
208. MX-S-G
DOCUMENT PKG.
FORMS
DATA
PREPARATION
CAT & LIST
TITLE LIST
BANK
UPDATE
PRINTOUTS
DOCUMENT/
PACKAGE
(W/FORMS)
STAGED FOR ACTIVE LIBRARY
1
TO ACQUISITIONS
3 x 5 CARDS
o Title
o Publisher
(o) IA
(o) Location

NCCE, Inc.
7/20/77


CAT & LIST
TITLE LIST
BANK UPDATE PRINTOUTS
DOCUMENT PACKAGE (W/FORMS)
3 x 5 Cards
o Title
o Publisher
(o) IA
(o) Location
LIBRARY
1. SS-R-K
208. MX-S-G
ACTIVE LIBRARY
LIBRARY FILES
FORMS FILES
*TITLE FILES
*CAT # LIST FILE
BANK UPDATE FILE
CARD FILES
* Full replacements

NATIONAL CENTER FOR CAREER EDUCATION, INC.

612 EDDY

AT THE UNIVERSITY OF MONTANA

MISSOULA, MONTANA 59801

INSTRUCTIONS FOR COMPLETING DATA BANK SEARCH REQUEST

TRAINING VERSION

Version 3
Interim Release
March 1977

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

DISCLAIMER

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NCCE DATA BANK SEARCH REQUESTS

User Representatives utilizing National Center for Career Education (NCCE) services frequently request data bank "searches" for the purpose of retrieving Career Education materials. Accordingly, the NCCE "Data Bank Search Request" form is designed to enable User Representatives to initiate and expedite efficient, specific, and appropriate requests for materials for use in Career Education curriculum planning and implementation.

RESOURCES:

You may receive from your trainer an extra search form to make extra copies for your own use. One is provided at the back of this manual. It also may be copied.

INSTRUCTIONS FOR COMPLETING DATA BANK SEARCH REQUEST

PART I. SEARCH REQUESTED BY:

Enter the names of the User Representative and the title of the User Institution in this section. Include your mailing address and phone in the spaces provided.

SAMPLE

SEARCH REQUESTED BY:

NAME: Marvin Williams

INSTITUTION: Alcott Elementary School

MAILING ADDRESS: [illegible] Walnut Street

Helena, Montana PHONE: 482-6704

PART II. STATEMENT OF THE SEARCH PROBLEM

Formulate the Career Education search need into an expanded statement and enter it in this section.

SAMPLE

STATEMENT OF THE SEARCH PROBLEM: I want to develop a unit related to the cliff dwellings at Mesa Verde National Park. I am interested in locating material that will help students understand how a culture changes.

PART III. SUBJECT MATTER DESCRIPTION:

In this section, check off the appropriate subject matter areas desired.

SAMPLE

SELF-CONTAINED SUBJECTS	DEPARTMENTALIZED SUBJECT/S
Math	
Language Arts	
Science	
Art	
Social Studies	

PART IV. TARGET POPULATION DESCRIPTION

In this section the user representative is to narrate the learning level of the target population.

Also, the user may find it necessary to describe special characteristics or traits which may be indigenous to the specific population (e.g. rural, cognitively gifted, physically handicapped, disadvantaged, etc.)

SAMPLE

TARGET POPULATION DESCRIPTION: Sixth grade self-contained classroom. These students live in a suburban community. Most of their parents work for the state government.

PART V. CAREER EDUCATION CONCEPTS

In this section the user representative is to check off and/or narrate significant aspects of the career education concepts desired in the programs for the learners.

SAMPLE

___ Society functions through compromise.
___ Education is a lifelong process.
___ Decision making is a continuous process.
___ Occupations and life-styles are related.
___ Each individual contributes to society.
✓ The environment of humans is constantly changing.
___ Institutions develop to serve the needs of people.
___ Communications is a means to human understanding.
___ Positive self-image enhances personal growth.
___ Society requires a diversity of occupations.
___ Leisure activities are expressions of inner needs.

___ Each individual is unique.
___ Citizenship is an active process.
___ The family is a unit in society.
___ Each culture is unique.
OTHER: The effect of technology on change

PART VI: OTHER COMMENTS

In this section the user representative can place special comments which can further describe the search processes. For example: Media: "We don't want any movies unless they are 8mm with sound." Sources of information: "We are really impressed with Publisher X's products." Dating of materials: "We are interested in recently produced materials- - namely 1970 or later."

SAMPLE

OTHER COMMENTS: I would like to locate some comparable units other teachers have designed. Perhaps I can borrow some of their ideas.

NOTES TO THE TRAINEES:

Please return your completed search request form to your trainer. Your search results will be returned to you by your trainer the next training session. Special handling can be arranged if your needs require it. Be sure to clear all special requests through your trainer.

SEARCH REQUEST

74

SEQ ____ TYPE N T
SUB-IF A B C D E F
RECYCLE ____

SEARCH REQUESTED BY:

NAME: ____________________

INSTITUTION: ____________________

MAILING ADDRESS: ____________________

____________________ PHONE: ____________

STATEMENT OF THE SEARCH PROBLEM: ____________________

____

____

____

____

____

SUBJECT MATTER DESCRIPTION:

SELF-CONTAINED SUBJECTS	DEPARTMENTALIZED SUBJECT/S
____________	____________
____________	____________
____________	____________
____________	____________
____________	____________

TARGET POPULATION DESCRIPTION: ____________________

____

____

CAREER EDUCATION CONCEPTS: (check all that apply)

___ Society functions through compromise.
___ Education is a lifelong process.
___ Decision making is a continuous process.
___ Occupations and life-styles are related.
___ Each individual contributes to society.
___ The environment of humans is constantly changing.
___ Institutions develop to serve the needs of people.
___ Communications is a means to human understanding.
___ Positive self-image enhances personal growth.
___ Society requires a diversity of occupations.
___ Leisure activities are expressions of inner needs.

___ Each individual is unique.
___ Citizenship is an active process.
___ The family is a unit in society.
___ Each culture is unique.

OTHER:

____

____

____

OTHER COMMENTS: ____________________

____

____

____

____

TRAINING SESSION EVALUATION #2

The purpose of evaluation is to improve instruction.

1. Circle a word or phrase which captures your mood about the total session.

Promising Dead Turned-on Confusing Alive Challenging Other____

2. What was the most helpful part of the total session? Why?

3. What was the the least helpful part of the total session? Why?

Location____________________________

Date________________

APPENDIX F

BOARD OF DIRECTORS MEMBERSHIP LIST

Board of Directors of NCCE

6 - Higher Education	Affiliation	Address	Phone
Vincent D. Barry	University of Montana	Missoula, MT 59801	406-243-5262
Lyle L. Berg	University of Montana	Missoula, MT 59801	406-243-2242
Frederick R. Cyphert	Ohio State University	Columbus, OH 43210	614-422-2462
Robert D. Gilberts	University of Oregon	Eugene, OR 97403	503-686-3406
J. Francis Rummel	University of Montana	Missoula, MT 59801	406-243-5532
Bob G. Woods	University of Missouri	Columbia, MO 65201	314-882-8311
4 - Elementary-Secondary Education			
James F. Hall	Asst. Supt., Kenai Peninsula School	Soldotna, AK 99669	907-262-5846
David L. Jesser	Council of Chief State School Officers	Washington, D. C. 20036	202-833-7850
Ted Wahler	No. Colo. Educ. Bd. of Coop. Services	830 S. Lincoln, Longmont, CO 80501	303-444-2084
Anne Gregory	Elementary Community Education	Flint Public Sch., Flint, MI 48502	303-238-1631
5 - Non-Education Agencies			
Barbara Banister	(Gov't) State Manpower Planning Council	1024 N. Beech, Casper, WY 82601	307-234-8256
Willard D. Cheek	(Business) General Motors Corporation	3044 W. Grand Blvd, Detroit, MI 48202	313-556-2085
James Murry	(Labor) Exec. Secty, AFL-CIO	P. O. Box 1176, Helena, MT 59601	406-442-1708
Richard Twohy	(Religion) University of San Francisco	San Francisco, CA 94117	415-666-0600
Richard Arnold	(Business) AT&T	195 Broadway, NY, NY 10007	212-393-8411

APPENDIX G

BOARD OF DIRECTORS MEETING MINUTES

SECOND MEETING OF INCORPORATORS AND MEMBERS

OF

NATIONAL CENTER FOR CAREER EDUCATION

The annual meeting of the Board of Directors of the National Center for Career Education, a Montana Corporation, was held at the Village Motor Inn, Missoula, Montana, on the 14th of June, 1977, at 9:00 o'clock pursuant to call and waiver of notice signed by all members which is attached hereto and by reference made a part of these minutes.

Present were Richard Arnold, Barbara Banister, Vincent D. Barry, Frederick R. Cyphert, James F. Hall, David Jesser, James Murry, J. Francis Rummel, Richard Twohy, and Robert Woods.

The Chairman called the meeting to order. Immediately there was a call for the dispensement of the reading of the minutes of the prior year's meeting held February 23, 1976. The question was called for by Robert Woods, seconded by Vincent Barry and unanimously carried.

Thereupon, Allen McKenzie outlined the three proposed resolutions under consideration.

There was a general discussion of interim business of the Executive Committee of the Board of Directors whose minutes are attached hereto and by reference made a part of these minutes.

Upon motion duly made by James Murry, seconded by Richard Arnold, the following resolution was unanimously adopted:

> "Resolved that the Board of Directors ratify the interim Executive Committee business including the amendments to the Articles of Incorporation."

Directly following there was a discussion of authorizing individuals to act on behalf of the Corporation as outlined in Article III, Section 16 of the Bylaws and Article VI, Sections 1 and 2 of the Bylaws.

A motion made by Frederick Cyphert and seconded by James Murry to adopt the following resolution was unanimously passed:

> "Resolved that the Board of Directors of the National Center for Career Education delegate the authority to borrow money as outlined in Article III, Section 16 of the Bylaws and the authority to execute instruments as outlined in Article VI, Sections 1 and 2 of the Bylaws found below, to any two of the following signatures: Vince Barry, President; Lyle Berg, Secretary; J. Francis Rummel, Chairman; and Dennis Niedermeyer."

There followed a discussion of amending the Bylaws so that the current Board could have the opportunity to serve an additional year.

Upon motion made by Barbara Banister and seconded by James Hall, the following resolution was unanimously adopted.

> "Resolved that Article III, Section 3 of the Bylaws be amended as follows, to wit:
>
> Section 3. Term of Directors. The first Board of Directors shall consist of five (5) members elected to serve until the annual election of 1978; five (5) members elected to serve until the annual election of 1979; and five (5) members elected to serve until the annual election in 1980. Thereafter, the term of office of all directors shall be for three (3) years. At all annual meetings, five (5) directors shall be elected by the members for a term of three (3) years; provided that nothing herein shall be construed to prevent the election of a director to succeed himself."

Motions were then declared by the Chairman to be in order for the nomination of directors of the corporation to hold office for the ensuing year and until their successors should be elected and qualified; thereupon, the following directors were nominated and unanimously elected to serve terms as follows:

Higher Education	Term Ending June 30
Vincent D. Barry	1980
Lyle L. Berg	1978
Frederick R. Cyphert	1980
Robert D. Gilberts	1978
J. Francis Rummel	1979
Robert G. Woods	1979

Elementary-Secondary Education

James F. Hall	1980
David L. Jesser	1979
Ted Wahler	1980
Anne Gregory	1978

Non-Education Agencies

Barbara Banister	1979
Willard Cheek	1978
James Murry	1978
Richard Twohy	1980
Richard Arnold	1979

Upon a motion by Dave Jesser duly seconded by James Hall, the incumbent Board Officers were elected as follows:

Francis Rummel - Chairman
Vincent Barry - President and Vice Chairman
Lyle Berg - Secretary

Thereafter, pursuant to the Bylaws of the Corporation upon a motion by Vincent Barry and duly seconded by Richard Arnold and carried, the Executive Committee of the Board was appointed as follows:

J. Francis Rummel - Chairman

Vincent D. Barry - Vice Chairman

Lyle L. Berg - Secretary

Barbara Banister

Robert Gilberts

Upon motion made by James Hall and seconded by Robert Woods and carried, the following resolution was unanimously adopted:

> "Resolved that the Executive Committee of the Board of Directors set compensation and fringe benefits for officers of the Board, subject to ratification of the Board."

Upon motion made by James Hall and seconded by Robert Woods and carried, the following resolution was unanimously adopted:

> "Resolved that the charter Bylaws be brought into compliance with EEO and Title IX."

The President presented his report which is attached hereto and made a part of these Minutes.

There was a motion by David Jesser and seconded by Richard Arnold to accept the President's report. It was unanimously accepted.

There being no other business to come before the meeting, the same was adjourned.

Chairman

ATTEST:

Secretary

June 14, 1977

Meeting of the Board of Directors

of

The National Center for Career Education

at

Missoula, Montana

"We the undersigned being members of the Board of Directors, do hereby consent and agree to hold a meeting of the Board of the National Center for Career Education, a Montana Corporation, at 9:00 a.m., June 14th, 1977, at the Village Motor Inn, Missoula, Montana, for the business of transacting business which may come before said meeting; and we do hereby waive all statutory requirements as to notice of the time, place and purpose of the second meeting of the Board members of said corporation and publication thereof."

Bob H. Woods

David L. Jesser

Richard E. Twitchy

James A. Hall

Frederick L. Cyphert

Barbara L. Banister

James W. Murray

Richard W. Arnold

[illegible] L. Berg

Vincent D. Berry

MINUTES OF SPECIAL MEETING
OF THE EXECUTIVE COMMITTEE
Held December 15, 1976

A Special Meeting of the Executive Committee of the National Center for Career Education, a Montana Corporation, was held at the office of the Corporation at Missoula, Montana 59801 on December 15, 1976, pursuant to call and waiver of notice signed by all members which is attached hereto and by this reference made a part of these minutes.

Mr. J. Francis Rummel, Chairman of the Executive Committee, called the meeting to order and presided as chairman of the meeting. He noted that certain changes in the Articles of Incorporation were desirable in order to comply with the provisions of the Internal Revenue Code of the United States of America relative to non-profit corporations. He further pointed out that under the provisions of the By-Laws of the corporation the Executive Committee had the power and authority to amend the Articles of Incorporation pursuant to Section 11 of Article IV and Section 1 of Article IX which allow the Executive Committee to act in the place and stead of the Board of Directors and provide that the Board of Directors may act on behalf of the membership subject to confirmation by the membership and the next regular meeting of the membership.

The Chairman announced that the purpose of the meeting, as set forth in the call and waiver of notice, was to effect amendment of Article II and Article VI of the Articles of Incorporation in order to comply more fully with the provisions of the Internal Revenue Code of the United States of America relative to non-profit corporations.

WAIVER OF NOTICE AND CONSENT TO SPECIAL MEETING OF THE EXECUTIVE COMMITTEE

Held ______________________

A Special Meeting of the Executive Committee of the National Center for Career Education, A Montana Corporation, was held at the classroom building, Aber entrance, of the University of Montana, Missoula, Montana 59801 on December 15, 1976, pursuant to the following written Waiver of Notice signed by all of the members of the Executive Committee, to-wit:

> "We, the undersigned, being all the members of the Executive Committee of the National Center for Career Education, A Montana Corporation, do hereby waive all other notice, statutory or otherwise, of the time, place and purpose of a special meeting of the Executive Committee of the Corporation, the calling of said meeting, and all other requisites thereto, and hereby consent that said meeting may be held at the classroom building, Aber entrance, University of Montana, 59801 on December 15, 1976 for the following purposes, to-wit:
>
> (1) To consider and act upon the amendment to Article II of the Articles of Incorporation of the Corporation to add a Paragraph G reading as follows:
>
> > 'G. Notwithstanding any other provisions of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on by an organization exempt from federal income tax under Section 501 (c) (3) of the Internal Revenue Code.'
>
> (2) To consider and act upon the matter of amending the Articles of Incorporation, Article VI, to read as follows:
>
> > 'Upon dissolution or final liquidation of the corporation, its assets shall be distributed to such non-profit career education institutions as the Board of Directors of the corporation shall determine and which have established their tax-

exempt status under Section 501 (c) (3) of the Internal Revenue Code.'

DATED this 15 day of December, 1976".

Member

Member

Lyle Berry

Member

Member

Member

PROPOSED RESOLUTION II

Proposed Resolution change to the Bylaws of
The National Center for Career Education, Inc.

Proposed resolution to adopt the interim resolutions of the Executive Board as indicated in the minutes of the special December 15 meeting of the Board.

National Center For Career Education, Inc.
1976-77 President's Report
NCCE Board of Directors

The second annual meeting of the Board of Directors of the National Center for Career Education, Inc. marks yet another milestone in the furthering of the concept of career education and I thank you for attending.

Since our last meeting in February, 1976, nearly 18 months have passed and NCCE has made great strides toward its goal of communicating career education on a nationwide scale. NCCE has received support from every corner of the nation in its work. Educators and lay people from state departments, counties, local school districts, colleges and universities, adult and vocational institutions, Business, Labor, Industry, the Professions and special populations including the handicapped have utilized and applauded the services of NCCE. This has been accomplished even though the Federal funding level, applied to NCCE, has been disappointingly low. As was pointed out in your last President's Report, NCCE requested $416,000 for 1976-77 in order to initiate the process of operating the National Headquarters of NCCE, plus establishing the Affiliate Centers at our original 10 institutions. NCCE was awarded $199,500, an amount representing less than half the original request and NCCE was given approximately 48 hours to prepare for a new budget and negotiate a new scope of work. The Board should understand the pride the administration of NCCE holds for the staff in their dedicated pursuit of the budget cuts, including lack of sleep. Decisions had to be made that would obviously move NCCE away from several of its intended goals including the establishment of Affiliate Centers.

The renegotiations brought about two major activities that had to be pursued if NCCE was to survive and reach at least some of the expectations held for it by the USOE and those institutions that helped in planning NCCE.

The first goal was to operate one Affiliate Center at University of Montana. The other was to engage in activities of a "national significance." The former had to be carried out so the feasibility of NCCE might be demonstrated and the latter had to be carried out so that the viability of NCCE might be demonstrated. Based on the test of the model operation of an Affiliate Center held at the University of Montana in April and May of 1976, NCCE was instructed by the seventeen institutions involved in the test to abandon its insistence that everyone interested in the NCCE's services be physically present at the NCCE.

Of the institutions involved in the test, everyone agreed NCCE had much to offer but it must be offered off campus in the local towns or cities. If NCCE could not be delivered at the local level all over the United States,it was the consensus of the collective wisdom that NCCE would have little feasibility.

From April 1976 to September 1976 the NCCE staff worked diligently to revise and expand the NCCE model to include the delivery of NCCE services off campus.

At this juncture it should be pointed out that the establishment of the services of NCCE, their mode of delivery, their testing and evaluation and their revision and expansion were not carried out in the vacuum of the ivory tower, but, under the aegis of data collected from fifty institutions that came to the University of Montana at their own expense from around the nation to help NCCE plan. Half of these institutions were schools representing programs from preschool through college. The other half were termed by NCCE to be non-formal educational institutions; each of the institutions has a deep interest in education but it is not the major thrust of the institution. Some of these institutions represented boys and girls prisons, Labor, Business, Industry, the Professions, state government, Department of Agriculture and programs for the handicapped.

The input from such a diverse group is considered by NCCE to be invaluable and helped give NCCE its individuality.

The goal of operating an Affiliate Center housed at the University of Montana was reached in several distinct ways. From the Montana Affiliate Center, over ten thousand educators and lay people were informed as to the existence of NCCE and its work in career education. These contacts led to hundreds of computer searches which printed out the NCCE materials available in thousands of different problem solving combinations.

These contacts aided NCCE in implementing its acquisition plan to the extent that NCCE's library and computer bank represents materials from all 50 states and several of the protectorates. Please keep in mind NCCE's materials are stored in the media in which they are produced, i.e., hard copy, film, sound on slide, etc. NCCE does not deal in abstracts or microfiche. The materials now accepted into the bank approach 6.000 in number. You also might be interested in the fact that the teacher prepared and commercial materials improve each year.

After acquisition and prior to storage, the materials are classified utilizing a classification system unique to NCCE. This system is monitored by Users and constantly undergoes a fine tuning process which helps make it more and more mutually exclusive as it separates career education into its relative component for storage.

All of the above stated activities are continuous and simultaneous functions of NCCE along with the ongoing process of trying to identify what is happening in career education at the Federal, state and local level across the nation.

Activities termed by NCCE to be of "national significance" were those accomplished by NCCE in states other than Montana. Obviously, having been able to acquire career education materials from all states falls into this category. Generating computer services utilized by many people around the nation also fits this theme. NCCE expressed its "national significance" in many other ways including requests to perform functions that,due to our special nature, the requestor felt NCCE might accomplish better than other instititutions. NCCE fulfilled a request from the Office of Career Education of the U.S. Office of Education to plan and implement a strategy for gleaning information pertaining to "successes" referred to in the final report of the 80 projects funded under Section 406 by the Office of Career Education during 1975-1976. This was accomplished by two of our staff being sent to Washington, D.C. The Director of the Office of Career Education was able to use a portion of the data to support an appearance before a congressional committee considering the veracity of career education.

One of the most viable activities of NCCE and one of great complexity to carry out was the appearance of NCCE at the Commissioners

Conference on Career Education held in Houston, Texas, during the week of November 8, 1976. NCCE held several meetings and presentations, and attended others at Houston, but NCCE was informed it "stole the show" with its demonstration booth in terms of visitors stopping and interest generated.

NCCE staff attended, spoke, trained and presented at many different types of functions and meetings in many parts of the country. During the past year, NCCE Newsletter was read by several thousand people every other month, in all states. We answer hundreds of inquiries for service, both written and verbal. NCCE has nearly 150 "contact people" spread throughout the U.S. who have volunteered to disseminate information about NCCE activities throughout their local area.

With the acquisition of career education programs and information, comes much data which is tangential to our work but is becoming more and more an important series of NCCE byproducts. NCCE was requested by several state directors of career education to help them locate national resources relative to career education model program and practices, career education centers, and leading personnel in career education for inclusion in their state plans. Fourty-two states volunteered to share their information with each other through NCCE. A women's group that was not interested in career education programs or career education training, but a simple count of career education activities for females, requested this information from NCCE. The computer found NCCE had over 60 such programs stored. NCCE sent three thousand pages of career education materials written in Spanish for career education Spanish bi-lingual programs to the National Association of Mexican American Educators.

NCCE searches and finds career education research that cannot be found elsewhere. When contacted by the Department of Labor to design, develop and implement an on campus career education awareness and career education exploration program for youngsters 14-21, NCCE was able to respond with the aide of the AFL-CIO World of Work Program.

The above are but a few examples of NCCE diverse involvements including instrumentation design for needs assessment, evaluation and dozens of other activities which time does not allow us to treat here.

Please keep in mind that the involvements I am describing to you this morning and those you heard from the staff are initiated external to NCCE. I personally feel this is another demonstration of the necessity for NCCE and one of its great strengths. This simply means that in the delivery of its services, NCCE only reacts to invitations to become involved, it rarely initiates them.

I would now like to summarize some of the many learning circumstances through which we at NCCE were "taught" by the Users of our system during 1976-1977.

The National Center for Career Education was taught that its mission was in fact the communication of career education to the people of America.

NCCE was taught that it was not a necessity for an individual or institution to utilize all of NCCE's services in order to utilize its individual services. To further emphasize this point, one must understand NCCE was originally predicated on the assumption that materials and programs would be gathered, stored and retrieved for the purpose of training those interested in career education. This assumption did not include searching the NCCE computer bank of materials for reasons other than career education training by NCCE. This assumption did not include the copying and shipping of career education materials for reasons other than career education training by NCCE. This assumption did not include the preparation of lists of career education information other than that applied to career education instructional materials by NCCE. Based on NCCE being taught that it must serve needs beyond those of training in career education, it is now involved and next year will become more involved in many different configurations for training; in many different types of career education computer searches; in many different ways of supplying NCCE career education materials to those that need them; in many different career education media productions; in many different modes of career education instrumentation design; in many different approaches to career education research; in many different ways that demonstrate the workability of career education as it continues to practice and fulfill all its traditional roles and functions.

During the year 1977-78, much of NCCE's delivery system to the field will be based on the models which the staff has been developing throughout this year. The first will represent NCCE's conventional 60 hours of training for K-12 teachers as inservice workshops supported by NCCE computer searches and materials bank. The hours and thrust of this training will be allowed to vary in the model but the implementation strategy will follow a similar path in each state or area into which NCCE is invited. The NCCE will become involved with the Chief State School Officer career education delegate and other organizations and institutions interested in utilizing NCCE support systems for the delivery of their ongoing career education programs or for any other purpose that will communicate career education to the elementary and secondary school people of the area to be served. This model allows for NCCE to train local career education practitioners as career education trainers. These career education trainers may then, under NCCE supervision and continued support, train others interested in career education. Due to the fact that NCCE first worked on this particular approach with the California Association of Work Experience Educators (CAWEE) and the State of California Career Education Unit, NCCE internally refers to this model as the CAWEE Model.

The second model will apply career education to higher education. NCCE's 60 hours of training will be made applicable to practitioners in colleges and universities. The model must allow for all academic disciplines to become involved and not be limited to existing career development practices of the institution. The name of this model is the Alma model because the first group NCCE worked with on this project was a small Liberal Arts college in Michigan by that name. It is planned this model may be used as the basis for delivery services to post-secondary and adult education programs.

The third model under development is termed the AT&T model (it received its name through the same creative process as the other two). This model will be used by NCCE to help Business, Labor, Industry, Government, and the Professions in delivering their resources both material and human to the schools, at all levels, in an orderly fashion. The model will also allow for the identification of the academic relevance of the resources being applied to the specific instructional endeavor. The names of these models will probably change as more institutions become involved in their development.

Another manifestation of NCCE delivery systems will come under the general heading of special populations/special programs. Upon request, NCCE will utilize its present strengths to build additional systems to aid in the career education activities of exceptional populations. Some of the groups who have expressed an interest in the approach represent the minorities including women, the handicapped, English as a second language groups, prisons, Indian reservations, the dependent schools of the Department of State and Department of Defense, and the Kiwanis Clubs of America.

In the last President's report you read, "Within the next 2 years, NCCE expects to be fully operating a headquarters in Missoula, Montana, and at least 10 regional centers throughout the country . . ." I would like that goal to stand and the NCCE will work very hard to approach it this coming year.

You also read in the same report, "The NCCE has been approached by educators across the nation with requests for help and expressions of support for its efforts and intentions."

The capstone of the 1977 President's Report must be that nearly 30 institutions and many individuals did support the "efforts and intentions" of NCCE by awarding grants and contracts to NCCE totaling nearly $100,000 beyond its Office of Career Education grants.

There is no way for me to express my feelings for the outstanding work accomplished in the past year by the staff of NCCE. The NCCE staff must rank high among the most dedicated groups of people ever assembled to accomplish a single task since the signing of the Declaration of Independence.

The National Center for Career Education, its staff and its constituency would like to sincerely thank each of you for serving on the Board of Directors and for responding so thoroughly each time you have been approached by NCCE. The NCCE has used your good name across the country to further the concept of career education and for that the school children of the nation will reap the rewards.

I hope you enjoy your stay at Missoula, the University of Montana and the National Center for Career Education.

Respectfully Submitted

Vincent D. Barry

Vincent D. Barry
President - NCCE
June 14, 1977

APPENDIX H

NCCE NEWS

NCCE NEWS

Volume LXXVII Number 13 March-April, 1977

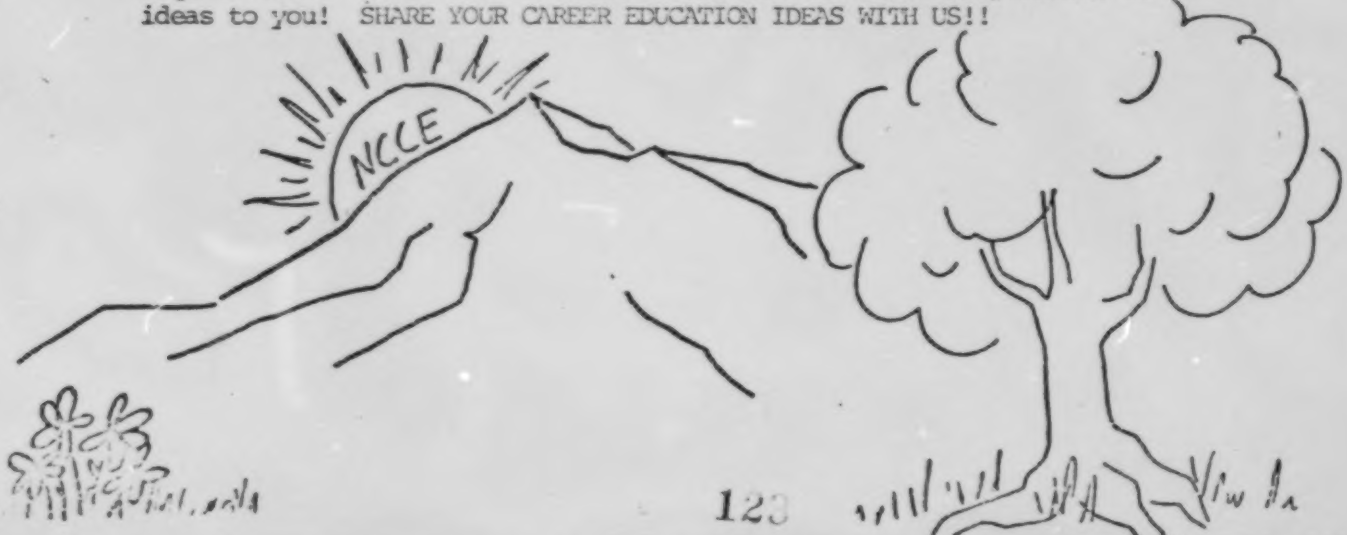
PERFORMING A SERVICE OF PROFESSIONAL ASSISTANCE BY LINKING INDIVIDUAL/INSTITUTIONAL NEEDS TO EXISTING CAREER EDUCATION PROGRAMS

USOE-OCE Official Examines NCCE Close-Up

Terry Newell, Project Officer, U.S. Office of Career Education, visited NCCE on March 23-26. While at NCCE, Mr. Newell visited a training site in Montana with NCCE staff. The objective was to engage in the process NCCE Users undertake in the NCCE training program. A luncheon was held and the following persons attended: John Brookins and James Kcke, Superior school administrators; Carol Davis and Judy Carlson, teachers; Pat Feeley, State Career Education Coordinator; Larry Nash, Education Relations, Mountain Bell; Joe Callahan, Division of Educational Research and Services, University of Montana. In addition, the NCCE operations were demonstrated for Mr. Newell. A questions and answers period was carried out at a brown bag lunch with the NCCE staff. The meeting was very beneficial to all who took part.

TEACHERS--ARE YOU LOOKING FOR CAREER EDUCATION IDEAS FOR CLASSROOM USE??

NCCE has become aware from our Users that teachers are always looking for nifty little ideas to introduce career education into the existing curriculum. NCCE has available printouts of such ideas which you may acquire free. Just write or call us and we will send the printout of ideas to you! SHARE YOUR CAREER EDUCATION IDEAS WITH US!!



WANTA KNOW WHAT NCCE DOES FOR YOU?

(A DRAMATIZATION FROM NCCE'S FILES)

PROBLEM: I'VE GOT A PROBLEM! HOW CAN A STUDENT LEARN ABOUT DEATH AND DYING? HERE'S THE HELP I NEED. A FRIEND AND I TEACH PSYCHOLOGY AND ART TO JUNIORS AND SENIORS. WE WANT TO CREATE AN INTERDISCIPLINARY LEARNING AND AWARENESS EXPERIENCE RELATED TO DEATH AND DYING. THERE'S MORE . . .

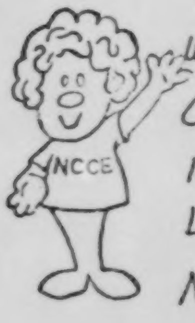
DETAILS:

WE ARE INTERESTED IN ALL POSSIBLE CROSS-RELATED SUBJECT AREAS, CULTURAL, ALL RELIGIONS, FAITHS, ALL OCCUPATIONS, HISTORICAL ATTITUDES, POPULAR MYTHS AND FINANCIAL ASPECTS OF DEATH . . . MY FRIEND WILL BE MORE SPECIFIC.

MORE . . .

OKAY! I'M INTERESTED IN ART AWARENESS AND APPRECIATION. HOW HAVE ARTISTS DEPICTED DEATH . . . CULTURAL DIFFERENCES OF ATTITUDES TOWARD DEATH AND ACCEPTANCE OF DEATH. ALSO, NEW CONCEPTS . . . CONTROVERSIAL DEATH RELATED TOPICS SUCH AS EUTHANASIA, CHANGING ATTITUDE TOWARD TREATMENT OF TERMINALL ILL, SUICIDE, FUNERAL CUSTOMS . . . LITERARY TREATMENTS OF DEATH AS SUBJECT MATTER . . . MUSIC AND HUMOR IN RELATION TO DEATH. ALL RELATED AREAS!!! CAN NCCE HELP US?

RESPONSE:



YES! I'LL BE DELIGHTED TO ASSIST YOU IN YOUR DILEMMA. WE WILL SIMPLY FEED YOUR QUESTIONS TO OUR COMPUTER WHICH WILL GIVE YOU A PRINT-OUT OF NCCE MATERIALS. NCCE WILL ASSIST YOU IN DEVELOPING A CURRICULUM UNIT ON DEATH. REMEMBER, THE C.E LIBRARY IS TO BE USED FOR ADAPTING MATERIALS TO SUIT YOUR NEEDS. WE'LL SHOW YOU HOW! THE FOLLOWING PRINT-OUT SHOWS THAT MATERIALS ARE AVAILABLE TO MEET YOUR SPECIFIC NEEDS!

SAMPLE PRINT-OUT OF TYPICAL NCCE SEARCH

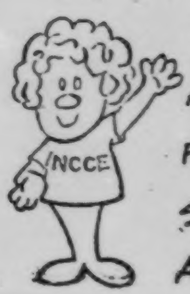
TG
TITLE DEATH EDUCATION
AUTHOR CYNTHIA LAMB
PUB PROJECT OF S.C. BOCES
900 WEST ORMAN
PUEBLO, CO 81004
PAGES 11
IA ENGLISH, ART AND MUSIC
SUBJECT DEATH EDUCATION
METHOD USE OF BOOKS, MUSIC, SPEAKERS AND FILMS
GRADE SENIOR - 11, 12
CLUSTER FINE ARTS AND HUMANTITIES
OBJECT TO DEVELOP STUDENT'S ABILITY TO READ AND RECOGNIZE SPECIFIC THEMES IN NOVELS, SHORT STORIES AND POETRY: TO DISCUSS WHAT INSIGHTS INTO HUMAN BEHAVIOR WERE GAINED FROM READING THIS PARTICULAR SECTION. TO DEVELOP THE STUDENT'S ABILITY TO EXPLORE SYMBOLISM IN LITERATURE, ART AND MUSIC. TO DEVELOP THE STUDENT'S ABILITY TO WRITE DESCRIPTIVELY, NARRATIVELY, EXPOSITORILY AND CREATIVELY. CAN BE USED BY CAREER EDUCATION PRACTITIONERS. BY STUDYING SELECTED READING MATERIAL, ART AND MUSIC WITH DEATH AS A THEME, AND BY DISCUSSING VARIOUS ASPECTS OF DEATH, IT IS HOPED THAT STUDENTS WILL CLARIFY THEIR OWN ATTITUDES TOWARD DEATH, SUICIDE, EUTHANAISIA, FUNERALS AND CREMATION.

TM 3
TITLE SUPER ME (SELF-AWARENESS ACTIVITIES AND RESOURCES)
AUTHOR CAROL COKER, CAREER EDUCATION COORDINATOR
MISSOULA CAREER EDUCATION PROGRAM
MISSOULA ELEMENTARY SCHOOL DISTRICT #1
MISSOULA, MT 59801
PUB PROJECT OF MISSOULA COUNTY HIGH SCHOOLS
915 SOUTH AVENUE WEST
MISSOULA, MT 59801
CONTACT JOE ROBERTS, ASST. SUPT.
PAGES 290
IA SOCIAL STUDIES
CONTENT THIS NOTEBOOK IS A COLLECTION OF ACTIVITES AND RESOURCES DEALING WITH SELF-AWARENESS. ACTIVITIES RELATE TO THE FOLLOWING: WHO AM I? WHAT DO I THINK AND HOW DO I DECIDE? WHAT DO I SAY AND WHAT DO I HEAR? HOW DO I LIVE WITH MYSELF AND OTHERS? THE WHO AM I? CHAPTER CONTAINS ACTIVITY IDEAS ABOUT ATTITUDES AND EMOTIONS, AND AN INTERESTING SUB-CHAPTER ON DEALING WITH DEATH.
GRADE 9 THROUGH 12
OBJECT LEARNERS WILL DEVELOP SELF-AWARENESS AND GAIN KNOWLEDGE OF DECISION MAKING AND COMMUNICATIVE SKILLS.

USER EVALUATION: THANK YOU FOR MAKING THE MATERIALS AVAILABLE FOR A HANDS-ON EXAMINATION! WE DID ADAPT THESE MATERIALS AND FOUND THEM TO BE EXCELLENT! NCCE HELPED US SOLVE OUR PROBLEM!

CG 61
TITLE THE MORTICIAN
AUTHOR BAKER, CHERYL
PUB WORLD OF WORK PROJECT
SPONSOR UTAH STATE DEPARTMENT OF PUBLIC INSTRUCTION
VOCATIONAL EDUCATION DIVISION
136 EAST SOUTH TEMPLE
SALT LAKE CITY, UT
CONTACT RAY D. WARNER, DIRECTOR
PAGES 18
IA OCCUPATIONAL EDUCATION
SUBJECT THE MORTICIAN RELATED TO HEALTH
PURPOSE TO CREATE AN AWARENESS FOR THE 6th GRADE STUDENT THAT DEATH IS A NATURAL CONSEQUENCE OF BIRTH, AND TO PORTRAY THE ROLE OF THE MORTICIAN.
GRADE 6
OBJECT THE STUDENT WILL BE CONSCIOUSLY AWARE OF THE ROLE OF THE MORTICIAN, THAT WORK ESTABLISHES SOCIAL AND ECONOMIC VALUES, AND THAT DEATH IS A NATURAL CONSEQUENCE OF BIRTH.

IM 10
TITLE EXPLORING CAREERS - GROUP 9
SVE EDUCATIONAL FILMSTRIPS WITH CASSETTES
PUB SINGER/SVE EDUCATION AND TRAINING PRODUCTS
SOCIETY FOR VISUAL EDUCATION, INC.
1345 DIVERSEY PARKWAY
CHICAGO, IL 60614 COPYRIGHT @ 1974
CONTACT MR. LYNN BEAZER, SALES REP.
IA OCCUPATIONAL EDUCATION
CONTENT THIS SET OF 6 GUIDES, 6 CASSETTES, AND 6 FILMSTRIPS INCLUDES MATERIAL ON THE FOLLOWING CAREERS: THE PROFESSIONAL MUSICIAN, THE COMMERCIAL ARTIST, THE MORTICIAN, THE COSMETOLOGIST, THE BARBER-STYLIST, AND THE TALENT AGENT. PERSONAL VIEWS OF WORKERS DESCRIBE JOB FUNCTIONS: EDUCATION, SKILLS, AND EXPERIENCE REQUIRED: AVAILABILITY AND OCCUPATIONAL OUTLOOKS: FINANCIAL AND PSYCHOLOGICAL REWARDS. OCCUPATIONS ARE AUTHENTICALLY PORTRAYED WITHIN THEIR INDUSTRY SETTINGS. THE FILMSTRIPS AVERAGE 80 FRAMES, 17 MINUTES.
GRADE 6 THROUGH 12
CLUSTER PERSONAL SERVICES FINE ARTS AND HUMANITIES
OBJECT THIS MATERIAL PROVIDES STUDENTS WITH THE FACTS THEY NEED TO EVALUATE INDIVIDUAL OPPORTUNITIES FOR SATISFACTION AND SUCCESS IN SPECIFIC JOB SITUATIONS. THE FILMSTRIP PHOTOS HELP STIMULATE INDEPENDENT STUDENT INVESTIGATION OF RELATED JOBS WITHIN THE OCCUPATIONAL AREAS. STUDENTS WILL DEVELOP AWARENESS OF VARIOUS CAREERS AND WILL GAIN KNOWLEDGE OF THE SKILLS, EDUCATION, AND EXPERIENCE REQUIRED.



OUTCOMES AND FOLLOW-UP: I'M EAGERLY AWAITING YOUR TEACHER CREATED MATERIALS FOR INCLUSION IN THE NCCE LIBRARY! PLEASE SHARE THE EVALUATION DATA YOU GATHER AS THIS MATERIAL IS USED IN [illegible]

THE SHOW CASE

THE FOLLOWING PUBLISHERS HAVE CONTRIBUTED TO THE NCCE LIBRARY OF CAREER EDUCATION MATERIALS. THE CONTRIBUTORS ARE PRESENTED BY STATE IN ALPHABETICAL ORDER. NCCE ALLOWS USERS TO EVALUATE THE MATERIALS; THEREFORE, THIS LIST DOES NOT REPRESENT AN EVALUATION OF THE MATERIALS.

McGraw Hill Book Company, 8171 Redwood Highway, Navato, CA 94947 "Free to Be You And Me"
Children will gain awareness of the world of feeling and the land of ourselves and expand their personal horizons.

Scott, Foresman, & Company, 855 California, Palo Alto, CA 94304
People And The City Series - These booklets will help students become aware of the world and decisions about career choices.

McKnight Publishing Company, Box 2854, Bloomington, IL 61701
The World of Communications, Vol. 1-Audiovisual Media, Vol. 2-Visual media. These textbooks include the problems, skills, language and involvements of careers and occupations in audiovisual and visual communications for both men and women.

U Mark Publishing, 130 N. Wells St., Chicago, IL 60606.
Awareness Series including Decision Making, College Survival, Careereach, Job Seizure, Success Care. A composite of materials specifically designed to help students embrace the human experience for their career, self-improvement, problem solving and learning skills needs.

Houghton Mifflin Company, Wayside Road, Burlington, Maine 01803.
"Those Who Can, Teach" - Guide in workbook form and offers wide range of practical activities and suggestions applicable to elementary and secondary classrooms.

Chronicle Guidance Publications, Inc., Aurora St, Moravia, NY 13118
1.Jobs Around Us-Level A-Learning activities in this kit involve listening, role playing, animation, group discussion, puppet play, inquiry, riddles, games, physical activities, art, music, and other creative activities. 2.Workers We Know-Level B. Program consists of 33 weekly units to provide continually expanding awareness and exposure to world of work. 3. Sounds I Say-Sound Awareness program is a diagnostic, remedial tool for preschool, kindergarten and special education teachers.

The Dial Press, 1 Dag Hammerskjold Plaza, New York, N.Y. 10017.
"Zeek Silver Moon"-The book relates the story of a young child who discovers the warmth and joy of every day family life.

New Model Me Program, Mr. John Rowe, Title III, Project Director, Lakewood Board of Education, 1470 Warren Rd., Lakewood, Ohio 44107. The New Model Me has a protean quality along with an abundance of suggested activities that can be adapted to an individual school's needs. The curriculum can stand alone as a semester's course, or parts of it can be integrated into existing courses in health, social studies, language arts, psychology, or group counseling. Applies to social controls, the real self, values clarification, human responses to situations, and change in human behavior and relationships.

South Dakota School for the Deaf, Sioux Falls, South Dakota 57103 "Goals-Career Education Curriculum Guide". K-12. - Deaf students will gain awareness of their role in the world of work and develop incentive for achievement.

Texas Education Agency, 201 East 11th St., Austin, Texas 78701. Basic Learner Outcomes for Career Education. Results of survey of students, parents, educators and representatives from business and industry to determine what Texans believed student development should be in terms of career education.

Partners in Career Education, 1201 No. Watson Rd., Suite 130, Arlington, Texas 76011.
Teacher development Curriculum Modules from selected regions of Texas-Suggested classroom activities incorporating career education concept into small areas and related in performance objective and basic learner outcome.

Noble & Noble Publishers, Inc. 4640 Harry Hines Blvd., Dallas, Texas 75235.
Operation Alphabet 1 & 2 and Teachers Guide. A series of workbooks and teachers' guides to help adult students learn to read and write. Topics included in the lessons relate to applying for a job; managing a house; paying taxes; and of people and events.

Tomahawk Corporation, 6900 - 220th S.W., Mountlake Terrace, WA. 98043.
Career Demo Cassette & Films, Career Counselor References guide & Information Library. Provides opportunities for in-depth exploration of specific occupations.

THE NATIONAL CENTER FOR CAREER EDUCATION
UNIVERSITY OF MONTANA
P.O. Box 7815
MISSOULA, MONTANA 59807
(406) 243-5262/6466

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TO:

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****

*Ken Hoyt, Director, U.S. Office of Career Education
Comes to NCCE

SUMMER ACTIVITIES

CURRENT TRENDS IN CAREER EDUCATION. Educ 594. 2 graduate credits. Dr. Harrell Guard, National Center for Career Education, University of Montana. June 15-17 (8:30 a.m. to 4:00 p.m.). This course is designed to assist educators in understanding the evolving configurations of the career education movement as they relate to classroom teachers, guidance personnel, administrators and the community. Students will examine administrative management techniques for implementing career education, explore the future and the implications of the Experienced Based Career Education (EBCE) Model, investigate systems for managing career education resources, examine implementation strategies and activities for the classroom and for guidance personnel.

Interested students should contact Dr. Guard, 612 Eddy, University of Montana, Missoula, MT 59812 for details about how to register for the course.

CAREER EDUCATION CURRICULUM DESIGN. Educ 494/594. 6 undergraduate/graduate credits. Dr. Vince Barry, National Center for Career Education, University of Montana. First 4-week session: June 20-July 15. Second 4-week session: July 18-August 12. This course is designed to provide practicing educators with the knowledge and skills necessary for planning, developing, implementing and evaluating the comprehensive infusion of career education concepts curriculum materials. Participants will be involved in: 1) the theory and design of needs assessment; 2) the documentation of program justifications; 3) the classification, search and retrieval, and adaptation of materials from NCCE materials bank; 4) planning of implementation strategies; 5) the design of evaluative procedures; and 6) the process of content verification and revision [illegible].

Interested students should contact Dr. Barry, 612 Eddy, University of Montana, Missoula, MT. for details about how to register for the course.

SPEAKERS

June 14 - Kenneth Hoyt, The National Scene"
Evening

June 15 - Joe McGhee, "The State Effort in California"

June 16 - Woody Spriggs, "An Elementary Career Education Program" (Hands-On The Real Thing)

Carol Lewis, "Project Interface" (a community resource model)

June 17 - Jim Schlegel, "The EBCE Model"

David Clapsaddle
Harrell Guard "The NCCE Model"

*THE DIRECTOR'S SCHEDULE IS SUBJECT TO CHANGE.

CAREER EDUCATION IDEAS!

MATH AND SCIENCE

THESE ARE RANDOMLY SELECTED CAREER EDUCATION IDEAS WHICH TEACHERS HAVE USED TO MAKE C.E. INTERESTING AND EXCITING!

CAREER EDUCATION IDEAS WILL BE PRESENTED IN THIS AND FUTURE NCCE NEWS ! ! !

ENVIRONMENTAL CONTROL (Grades 3-6) Elementary Educators:

Here is a career education idea you might find useful in either your math or science instructional areas or any other appropriate instructional areas.

A. PURPOSE: You can apply this activity in a metrics unit using a celsius thermometer. You can use it in a math unit as a subtraction problem (temperature after and before activity).

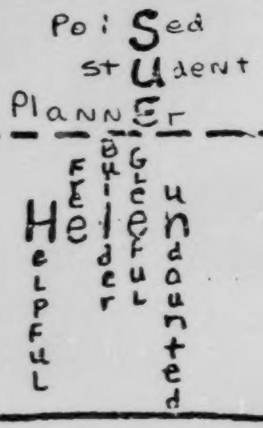
B. MATERIALS: thermometer

C. ACTIVITY: Using a good thermometer to record the temperature in your classroom we can make a simple test to show the effect of lights, bodies, and exercise on the temperature in the center of the room. Hold the class in the hall or in another room before entering your room in the morning. Do not turn on the lights before you all enter together. Read the thermometer as the whole class enters your room. Turn on the lights, allow the students to do calisthenics, and after ten minutes, read the thermometer again. The temperature should rise at least ten degrees. Discuss the reasons for the rise in temperature.

JOHN EIDE-SCOTT OREGON

WHAT IS IN A NAME?

What's in your name? Try to make your name say as much about you as possible! Get your friends to try this too.



SELF-AWARENESS!!!

SOUTHINGTON PUBLIC SCHOOLS
SOUTHINGTON, CONNECTICUT

WE THINK YOU'RE GREAT!

IF YOU ARE CONSTRUCTING CAREER EDUCATION UNITS, OR HAVE UNITS YOU ARE USING, PLEASE SHARE THEM WITH NCCE. YOU MAY BE SURPRISED AT HOW WELL THEY WILL BE RECEIVED BY OTHER TEACHERS THROUGHOUT THE NATION. CAREER EDUCATION CAN SUCCEED ONLY IF YOU HELP IN ADDING TO ITS CURRICULUM DEVELOPMENT. WE CAN HARDLY WAIT TO RECEIVE YOUR CREATIVE IDEAS! ONCE THE MATERIALS ARE IN NCCE'S DATA BANK, YOU CAN FORWARD ALL FUTURE REQUESTS FOR THOSE MATERIALS TO NCCE!

APPENDIX I

NEEDS ASSESSMENT INSTRUMENT

Individual District Educational Assessment (IDEA)

Part I - General

A. Please identify your school district ____________________

(7-8) ☐☐ If appropriate, select that area of the school district where you reside and insert the code in the box at the left.

01 ____________ 05 ____________
02 ____________ 06 ____________
03 ____________ 07 ____________
04 ____________ 08 ____________

(10-11) ☐☐ B. Please identify yourself and place the correct code in box at left.

01 Community member
02 Student
03 Elementary teacher
04 Secondary teacher
05 Vocational Teacher
06 Administrator
07 Counselor
08 Other school staff

(13-14) ☐☐ C. Please place the correct code for your age in the box at left.

01 Under 18 years old
02 18-25 years old
03 26-35 years old
04 35-55 years old
05 Over 55 years old

(16-17) ☐☐ D. Please select the appropriate number and place in box at left.

01 Male 02 Female

(19-20) ☐☐ E. Please read all items before answering. Place the appropriate code number in the box at left. Be sure to include ages in the spaces provided on the right.

	AGES
01 No children	
02 Parent/guardian of pre-school children	____
03 Parent/guardian of public school age children	____
04 Parent/guardian of children out of public school	____
05 Parent/guardian of pre-school and public school age children	____
06 Parent/guardian of public school age and children out of public school	____
07 Parent/guardian of pre-school and children out of public school	____
08 Parent/guardian of pre-school, public school, and children out of public school	____

F. Please record your answer in box provided at left.

(22-23) ☐☐ a. How long have you lived in your community?

01 Less than a year
02 1-5 years
03 6-10 years
04 10 or more years

(25-26) ☐☐ b. What is your level of education?
Place the most appropriate code in the box at the left.

01 No high school diploma
02 High school diploma
03 GED
04 Community or junior college degree
05 College degree (B.A.)
06 Graduate degree (M.A.)
07 Graduate (doctorate)
08 Other (specify: ______________)

Part II - Educational Needs

The following represents a list of major educational needs:

01 Learn how to respect and get along with groups of people who think, dress, and act differently (includes political, social, and economic differences).

02 Learn about and try to understand the changes that take place in the world (includes study of past, present, and future changes and demands).

03 Understand and practice principles of good citizenship.

04 Develop basic skills in reading, writing, speaking, mathematics, and listening.

05 Understand and practice family living skills.

06 Learn to cooperate effectively with individuals with whom we work and live (includes concepts of individuality and team work).

07 Develop skills to enter a specific field of work.

08 Learn how to be a good manager of money, property, and resources (includes personal, private, and public resource management).

09 Develop a desire for learning now and in the future (includes attitude toward education and lifelong learning).

10 Learn how to use leisure time (includes attitudes toward participation in physical, intellectual and creative activities).

11 Practice and understand the ideas of health and safety (includes physical and mental health, public health, as well as physical fitness).

12 Develop personal creativity and appreciation of art, music, drama, etc.

13 Gain information needed to create an awareness of occupations.

14 Develop personal values, self-respect, pride in work and a feeling of self-worth (includes moral and ethical responsibility, good character, and discipline).

15 Gain a general education (includes science, social studies, literature, fine arts, etc., as well as learning to examine and use information and to think logically and rationally).

From the list of educational needs, please select the five (5) you feel to be most important and enter the code number in the boxes. EXAMPLE: 07. Please place the chosen needs in order of priority.

(31-32) ☐☐ 1st priority
(33-34) ☐☐ 2nd priority
(35-36) ☐☐ 3rd priority
(37-38) ☐☐ 4th priority
(39-40) ☐☐ 5th priority

The list of educational needs is repeated below. Please read each carefully and evaluate your school district's current performance in regard to each. Enter the number corresponding to your opinion in the box to the left of the needs. EXAMPLE: 5

(42) ☐ Learn how to respect and get along with groups of people who think, dress, and act differently (includes political, social, and economic differences).

1	2	3	4	5	6
Not Being Done	Poor	Adequate	Good	Excellent	Not School's Job

(43) ☐ Learn about and try to understand the changes that take place in the world (includes study of past, present, and future changes and demands).

1	2	3	4	5	6
Not Being Done	Poor	Adequate	Good	Excellent	Not School's Job

(44) ☐ Develop basic skills in reading, writing, speaking, mathematics, and listening.

1	2	3	4	5	6
Not Being Done	Poor	Adequate	Good	Excellent	Not School's Job

(45) ☐ Understand and practice principles of good citizenship.

1	2	3	4	5	6
Not Being Done	Poor	Adequate	Good	Excellent	Not School's Job

(46) ☐ Understand and practice family living skills.

1	2	3	4	5	6
Not Being Done	Poor	Adequate	Good	Excellent	Not School's Job

(47) ☐ Learn to cooperate effectively with individuals with whom we work and live (includes personal, private, and public resource management).

1	2	3	4	5	6
Not Being Done	Poor	Adequate	Good	Excellent	Not School's Job

(48) ☐ Develop skills to enter a specific field of work.

1	2	3	4	5	6
Not Being Done	Poor	Adequate	Good	Excellent	Not School's Job

(49) ☐ Learn how to be a good manager of money, property, and resources (includes personal, private, and public resource management).

1	2	3	4	5	6
Not Being Done	Poor	Adequate	Good	Excellent	Not School's Job

(50) ☐ Develop a desire for learning now and in the future (includes attitude toward education and lifelong learning).

1	2	3	4	5	6
Not Being Done	Poor	Adequate	Good	Excellent	Not School's Job

(51) ☐ Learn how to use leisure time (includes attitude toward participation in physical, intellectual, and creative activities).

1	2	3	4	5	6
Not Being Done	Poor	Adequate	Good	Excellent	Not School's Job

(52) ☐ Practice and understand the ideas of health and safety (includes both personal and public health, as well as physical fitness).

1	2	3	4	5	6
Not Being Done	Poor	Adequate	Good	Excellent	Not School's Job

(53) ☐ Develop personal creativity and appreciation of art, music, drama, etc.

1	2	3	4	5	6
Not Being Done	Poor	Adequate	Good	Excellent	Not School's Job

(54) ☐ Gain information needed to create an awareness of occupations.

1	2	3	4	5	6
Not Being Done	Poor	Adequate	Good	Excellent	Not School's Job

(55) ☐ Develop personal values, self-respect, pride in work, and a feeling of self-worth (includes moral and ethical responsibility, good character, and discipline).

1	2	3	4	5	6
Not Being Done	Poor	Adequate	Good	Excellent	Not School's Job

(56) ☐ Gain a general education (includes science, social studies, literature, fine arts, etc., as well as learning to examine and use information and to think logically and rationally.

1	2	3	4	5	6
Not Being Done	Poor	Adequate	Good	Excellent	Not School's Job

Part III - Attitudes and Beliefs

On a scale of one (1) to five (5), please indicate your agreement or disagreement with the following statements. Place the number which corresponds to your response in the box at the left. For example: $\boxed{5}$

(58) ☐ Career education (preparation for life) is not being handled well in schools today.

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

(59) ☐ Most teachers do not understand the concept of career education.

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

(60) ☐ Teachers should have in-service training in career education.

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

(61) ☐ Class work should apply to the world outside the classroom.

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

(62) ☐ Students graduate with little real knowledge of opportunities which exist in today's world.

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

(63) ☐ Students should be taught job hunting and job getting skills (including experiences with job applications, interviews and resumes).

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

(64) ☐ Students should graduate from high school with a sound understanding of educational/occupational opportunities.

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

(65) ☐ There is no difference between vocational training and career education.

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

Prepared by:

The National Center for Career Education
612 Eddy
University of Montana
Missoula, Montana 59812

APPENDIX J

CUES TO PROGRAM IDENTIFICATION

NATIONAL CENTER FOR CAREER EDUCATION

"Cues to Program Identification"

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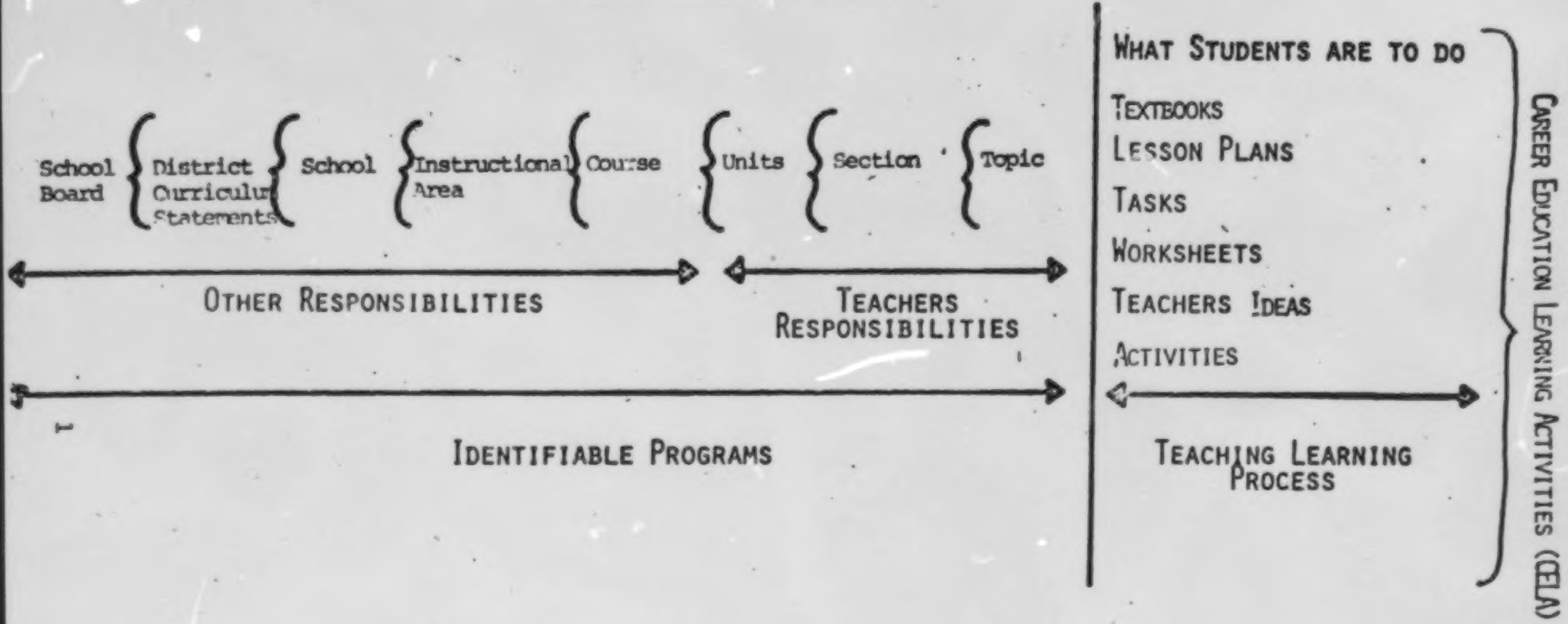
NATIONAL CENTER FOR CAREER EDUCATION

PROGRAM IDENTIFICATION



School Board { District Curriculum Statements { School { Instructional Area { Course { Units { Section { Topic

OTHER RESPONSIBILITIES

TEACHERS RESPONSIBILITIES

IDENTIFIABLE PROGRAMS

WHAT STUDENTS ARE TO DO

TEXTBOOKS

LESSON PLANS

TASKS

WORKSHEETS

TEACHERS IDEAS

ACTIVITIES

TEACHING LEARNING PROCESS

CAREER EDUCATION LEARNING ACTIVITIES (CELA)

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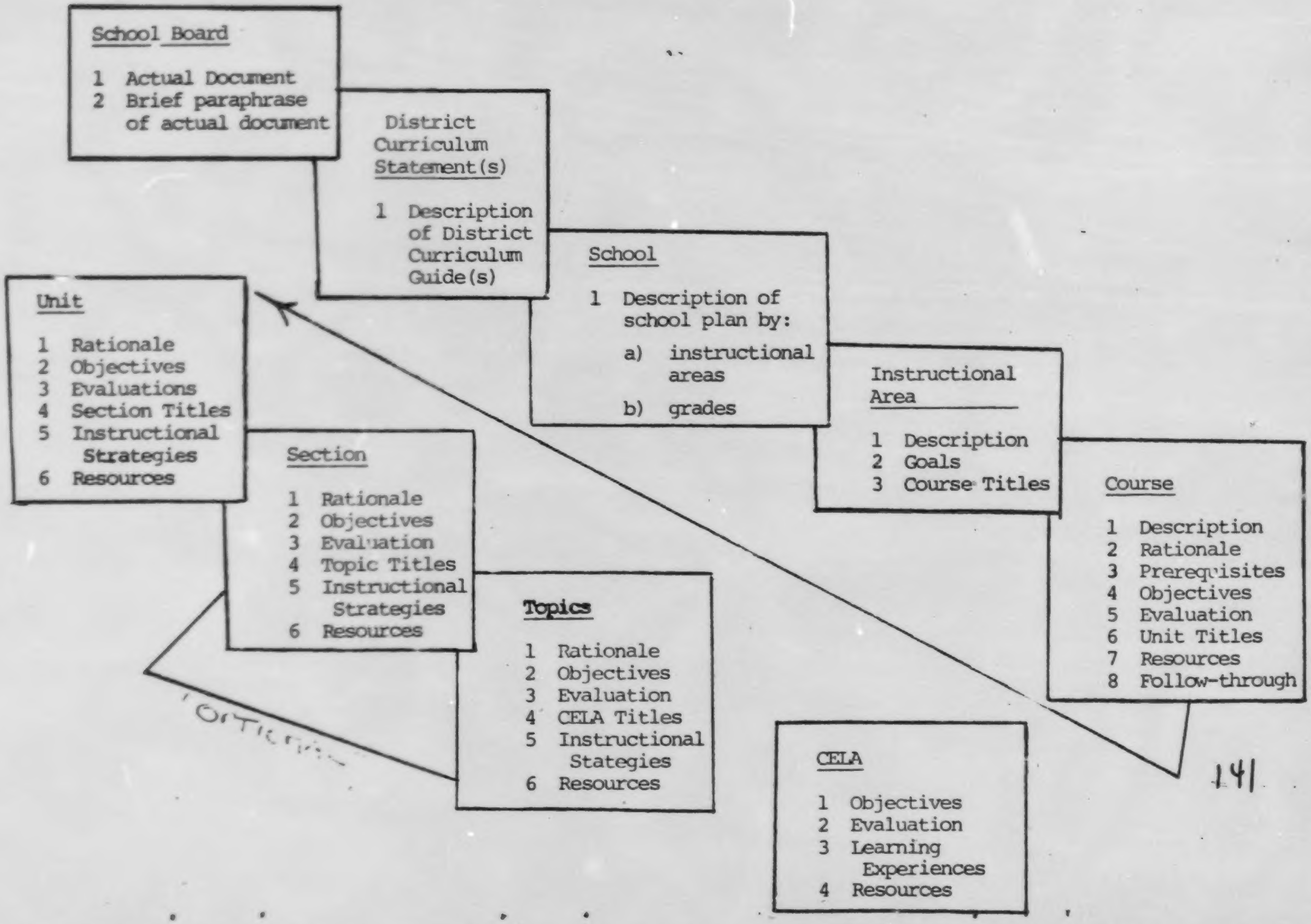
NATIONAL CENTER FOR CAREER EDUCATION

"Cues to Program Identification"



School Board

1 Actual Document
2 Brief paraphrase of actual document

District Curriculum Statement(s)

1 Description of District Curriculum Guide(s)

School

1 Description of school plan by:
  a) instructional areas
  b) grades

Instructional Area

1 Description
2 Goals
3 Course Titles

Course

1 Description
2 Rationale
3 Prerequisites
4 Objectives
5 Evaluation
6 Unit Titles
7 Resources
8 Follow-through

Unit

1 Rationale
2 Objectives
3 Evaluations
4 Section Titles
5 Instructional Strategies
6 Resources

Section

1 Rationale
2 Objectives
3 Evaluation
4 Topic Titles
5 Instructional Strategies
6 Resources

Topics

1 Rationale
2 Objectives
3 Evaluation
4 CELA Titles
5 Instructional Stategies
6 Resources

CELA

1 Objectives
2 Evaluation
3 Learning Experiences
4 Resources

School Board

1. Usually each school board has a general statement of policy regarding the educational philosophy/goals of the district. It would be helpful to include this document in your identification of the instructional program since it is the institutional basis, in theory, upon which instructional programs are developed.

2. In order to clarify the key points and the implications of these points, paraphrase this district statement.

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District Curriculum Statements

1. Each individual needs to [illegible] of the composite efforts of the district in order to more clearly define his/her role of responsibility. Include therefore, a copy of the district curriculum statement(s) appropriate to your assignment, if it exists.

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School

The basis of a school system would seem to be that at the district level policies and guidelines are established and at the school level these policies and guidelines are programatically implemented. Ideally, then, each school should be able to define its program as it supports the district guidelines, by identifying the elements in each instructional area and at each grade level.

On one page, state (or copy) the overall curriculum plan for your school (institution) produced by the committee or administrator responsible. If none exists, briefly describe the local school (institutional) curriculum plan as you understand them.

Note: Describe the plan/goals according to general instructional area, then list the grade level(s) or department(s) and their scope of responsibility.

Instructional Area

The total instructional program in any school can be divided into several "instructional areas" (e.g., social studies, math, language art, science, etc.). It is important for each participant to understand the composite thrust or emphases of that instructional area before analyzing a particular responsibility in a given course. Specifically the identification of an instructional area provides an initial analysis of the curriculum which is necessary for meaningful instructional management. A general description of each area and its goals enables the participant to focus more systematically on the objectives and strategies at the course level. Therefore, provide the following information about the instructional area.

1. Description: Using words as your only tool draw a picture that characterizes the instructional area in general terms. Describe what it is about, not the people in it or the way to administer it. A description is simply a word picture, a mental image, not a goal, objective, rationale, prerequisite, or evaluation.
2. Goal(s): Goals are broad statements that describe the maximum contributions of the instructional area to the growth and development of the learner.
3. Course Titles: List all the course titles in the instructional area.

Course

Just as the school is the vehicle by which a school district implements its philosophy, goals and policies, so the course is the vehicle by which an instructional area within a school is delivered to a specific group of learners.

As such, the course is part of a learning delivery system that organizes content principles, concepts, and relationships into manageable categories. The following outline provides a structure for organizing a course plan:

1. Description: Using relatively concrete terms, delineate the parameters and the major elements from the categories of the Instructional Area that are included in the course. Give it a descriptive title and list the appropriate grade level(s).
2. Rationale: Explain why this course is important to the learners.
3. Prerequisites: What do the learners need to have, or what is it you assume they have in order to potentially function effectively while participating in this course.
4. Objectives: Make precise statements about what a successful learner is able to do at the end of the course. These objectives should include statements identifying both outcomes and levels of achievement.
5. Evaluation: List general strategies to be utilized by which you or anyone else will know that the learner is capable to doing what you stated in the objectives that he/she would be able to do.
6. Unit Titles: List all units to be included in the course.
7. Resources: List all materials to be used in the development of the course and the primary materials to be utilized by the learners.
8. Follow-through: If and when appropriate, communicate to the learners the options available to them upon completion of this course.

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Unit

The principle of dividing courses into units, sections and topics is simply a matter of creating a more concise and manageable structure to increase the efficiency of the delivery system. The following outlines provide a structure for your planning:

1. Rationale: Explain why this unit is important to the learner.

2. Objectives: Make precise statements about what a successful learner is able to do at the end of the unit. These objectives should include statements identifying both outcomes and levels of achievement expected.

3. Evaluation: List the specific strategies to be utilized by which you or anyone else will know that the learner is capable to doing what you stated in the objectives he/she would be able to do.

4. Section Titles: *(optional) List all sections to be included in the unit.
   * if no sections, list topics or CELA's at this point.

5. Instructional Strategies: Describe in general terms the most appropriate teaching/learning situation for this unit and the instructional strategies to create this situation(s).

6. Resources: List all materials to be used in the development of the unit and the primary materials to be utilized by the learners.

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Section (Optional)

1. Rationale: Explain why this section is important to the learner.
2. Objectives: Make precise statements about what a successful learner is able to do at the end of the section. These should include statements identifying both outcomes and levels of achievement expected.
3. Evaluation: List the specific strategies to be utilized by which you or any one else will know that the learner is capable to doing what you stated in the objectives he/she would be able to do.
4. Topic Titles: *(optional) List all topics to be included in the section.

   * if no topics, list CELA's.
5. Instructional Strategies: Describe in general terms the most appropriate teaching/learning situation (s) for this section and the instructional strategies to create this situation(s).
6. Resources: List all materials to be used in the development of the section and the primary materials to be utilized by the learners.

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Topics (optional)

1. Rationale: Explain why this topic is important to the learner.
2. Objectives: Make precise statements about what a successful learner is able to do at the end of the topic. These objectives should include statements identifying both outcomes and levels of achievement expected.
3. Evaluation: List the specific strategies to be utilized by which you or anyone else will know the learner is capable of doing what you stated in the objective he/she would be able to do.
4. CELA Titles: List all CELA's to be included in this topic.
5. Instructional Strategies: Describe in general terms the most appropriate teaching/learning situation(s) for this topic and the instructional strategies to create this situation(s)
6. Resources: List all materials to be used in the development of the topic and the primary materials to be utilized by the learners.

APPENDIX K

CELA GUIDE

NCCE

Career Education Learning Activity

(CELA)

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Missoula, MT 59801

Career Education Learning Activity

(CELA)

A CELA is that part of the instructional delivery system which assists the direct management of the teaching/learning process. In the program identification process you were asked to delineate the instructional program or "in plain words" that which is to be taught. In like manner the teaching/learning process is best described as the strategies, methods, techniques, experiences and resources utilized to achieve the objectives described in the program identification or in plain words "what the student is to do". The CELA approach significantly differs from other approaches in two ways, 1) it assumes the importance of considering career education concepts in the selection of appropriate strategies, methods, techniques, experiences, and resources, 2) it challenges the teacher to constantly assess whether the selected strategies, methods, techniques, experiences and resources do, in fact, assist learners in constantly discovering the linkages (relevance) between the classroom, the world outside the classroom and themselves.

The CELA is broad enough in its definition and understanding to require a variety of applications to realize its inclusive nature. The following outline will provide you with guidance and direction in selecting a variety of applications and experiences.

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Career Education Learning Activity

(CELA)

1. Objectives: Make precise statements about what a successful learner is able to do at the end of the CELA. These objectives should include statements identifying both outcomes and levels of achievement expected. (Do not summerize the contents of the CELA.)

2. Evaluation: List the specific procedures to be utilized by which you or anyone else will know the learner is capable of doing what you stated in the objectives he/she would be able to do.

3. Learning Experiences: In selecting the best experiences to enable the learner to meet each objective, consider the following questions:

    (1) What are the career education needs of this group? (i.e., awareness needs, exploration needs, preparation needs in the areas of self, community and/or world of work).

    (2) What are the unique characteristics of this group?

    (3) Where in the world outside the classroom can the learner experience this objective? How is it possible to simulate that experience in the classroom?

    (4) What does this learning experience look like from the learner's point of view?

    Note: "Learner experiences" implies the learner is a participant rather than recipient in the teaching/learning process.

    (5) How can we do it differently this time? What would be new exposures for these learners that include the three domains of learning: cognitive, affective, psychomotor?

    a) How can I alter the group size? (i.e., provide a balanced selection of large group, small group and individual experiences).

    b) Is it advantageous to use such techniques as simulation games, values clarification, decision making or problem solving exercises?

    c) Does a "hands-on" experience better promote the learner's discovery of relevance for this objective?

    d) Could this objective better be met by a field experience or learning excursion?

    e) Would the utilization of out-of-class human resources assist the learner to achieve this objective?

4. Resources: List all resources required to facilitate the CELA. Consider the following questions, as you identify your resources.

I. How do I identify and obtain such resources as

   A. supplemental reference materials
      1. governmental publications
      2. business, industry and labor publications
      3. educational reference materials

   B. supplemental A-V materials

   C. equipment and tools

   D. sources of simulation games, value clarification exercises and decision making exercises

   E. fine arts and natural resources

II. How do I identify, solicit and utilize human resources:

   A. is there a community talent bank?

   B. if not, how can I, in cooperation with others, develop a system for identifying, soliciting and training human resources?

   C. have I devised a system(s) for pre-encounter, encounter, post-encounter experiences to promote the optimum utilization of these human resources (Note: key to success).

III. How do I identify, select, and utilize appropriate field experiences and learning excursions?

   A. is there an existing system for arrangement of field experiences and/or learning excursions?

   B. if not, how can I, in cooperation with others, develop a system to avoid overlap and duplication?

   C. have I devised a system(s) for preactualization and post experiences to achieve optimum benefits? (Note: key to success)

IV. Have I developed a series of evaluation techniques to measure the effectiveness and quality of the resources?

APPENDIX L

FOOD FOR THOUGHT

FOOD FOR THOUGHT

by Michael Efta
St. Regis, MT
June, 1977

title FOOD FOR THOUGHT

prepared by Michael Efta
St. Regis, MT

basic resource DOWN TO EARTH
VEGETABLE GARDENING DEVG
Garden Way Publishing

Sixth Grade level

life concept DECISION MAKING IS A CONTINUOUS PROCESS

topics	objective starter	objective	activities	resources	evaluation
Language arts 1. Descriptive words 2. Reading comprehension 3. Paragraph structure 4. Garden poetry	What is a functional plan for a garden	To work as a group to develop various plans for a garden, then write out rationales for approved plans or objections.	Viewing a movie Reading Drawing garden plans Spelling Writing paragraphs Writing poetry	MAKING A DECISION IS pp. 15-25 DEVG graph paper and markers using context clues with words from DEVG PRACTICE FOR ENGLISH 6 chapter 5 pp 166-211 Colored paper, markers examples from ORGANIC GARDENING magazine	Observation of written rationales or objections as to being valid Garden plans to be presented by individuals or small groups correct spelling one main thought to a paragraph poetry task completed
Social Studies 1. Economics of gardening	Is gardening worth your effort?	To find out if a garden is worth one's time and effort by determining what goes into and comes out of a garden.	visit at least a half dozen gardeners in the community Reading Harvesting crops & determining the value	Gardeners in the community, expecially retired people ORGANIC GARDENING Jan. 1976 p. 57 pp. 77-79 DEVG VEGETABLE GARDEN HANDBOOK, Roger Griffith Garden Way Pub. Garden tools, scales Grocery store manager	OBSERVATION OF HARVEST task completed comments from participating gardeners study of the students decisions

topics	objective starter	objective	activities	resources	evaluation
Science 1. soil testing	What do plants eat?	To determine what optimum soil conditions would benefit each student's plantings	Testing soil samples from the garden plot Reading for optional ideas Planting seeds under varying conditions and soil conditions	Soil testing kit ORGANIC GARDENING Dec. 1974 p. 48 pp. 40-51 DEVG ORGANIC GARDENING Mar. 75 p. 57 Seeds, fertilizer garden tools: hoes, shovels, trowels, rakes, hand plows, spades, weeders, etc.	OBSERVATION OF PLANTS use of soil testing kit student's application of ideas student's written data related to their plantings
Physical Ed. 1. Lifelong activities	What will you do to keep fit as you grow older?	To list possible types of recreation that one might enjoy in their lifetime other than organized team sports and to realize that gardening might fill the bill.	Listening Exercises Using gardening tools in the correct manner to work with in the garden Reading	Present retired person who is a serious gardener P. E. Handbook with specific exercises for loosening up Garden tools such as are listed above ORGANIC GARDENING Sept. 1975 p 70 May 1977 p. 104 PREVENTION Mar 77 p. 57 Dec 76 p. 124	OBSERVATION OF PHYSICAL ACTIVITIES Correct use of tools Safe methods of bending, lifting, etc. Task completed as stated in objective

FOOD FOR THOUGHT

6th Grade

DOWN TO EARTH VEGETABLE GARDENING
Garden Way Publishing
Charlotte, Vermont 05445

Life Concept: DECISION MAKING IS A CONTINUOUS PROCESS

Topics I covered:

Social Studies ** Economics of gardening

Science ** Soil testing

Physical ducation ** Lifelong activities

Language Arts ** Descriptive words, reading comprehension, paragraph structure, garden poetry.

Other Possibilities:

Math ** square area, etc.

Art ** Landscaping, etc.

Health ** Nutrition, etc.

Home economics ** Food storage techniques, etc.

Industrial arts ** Simple garden construction

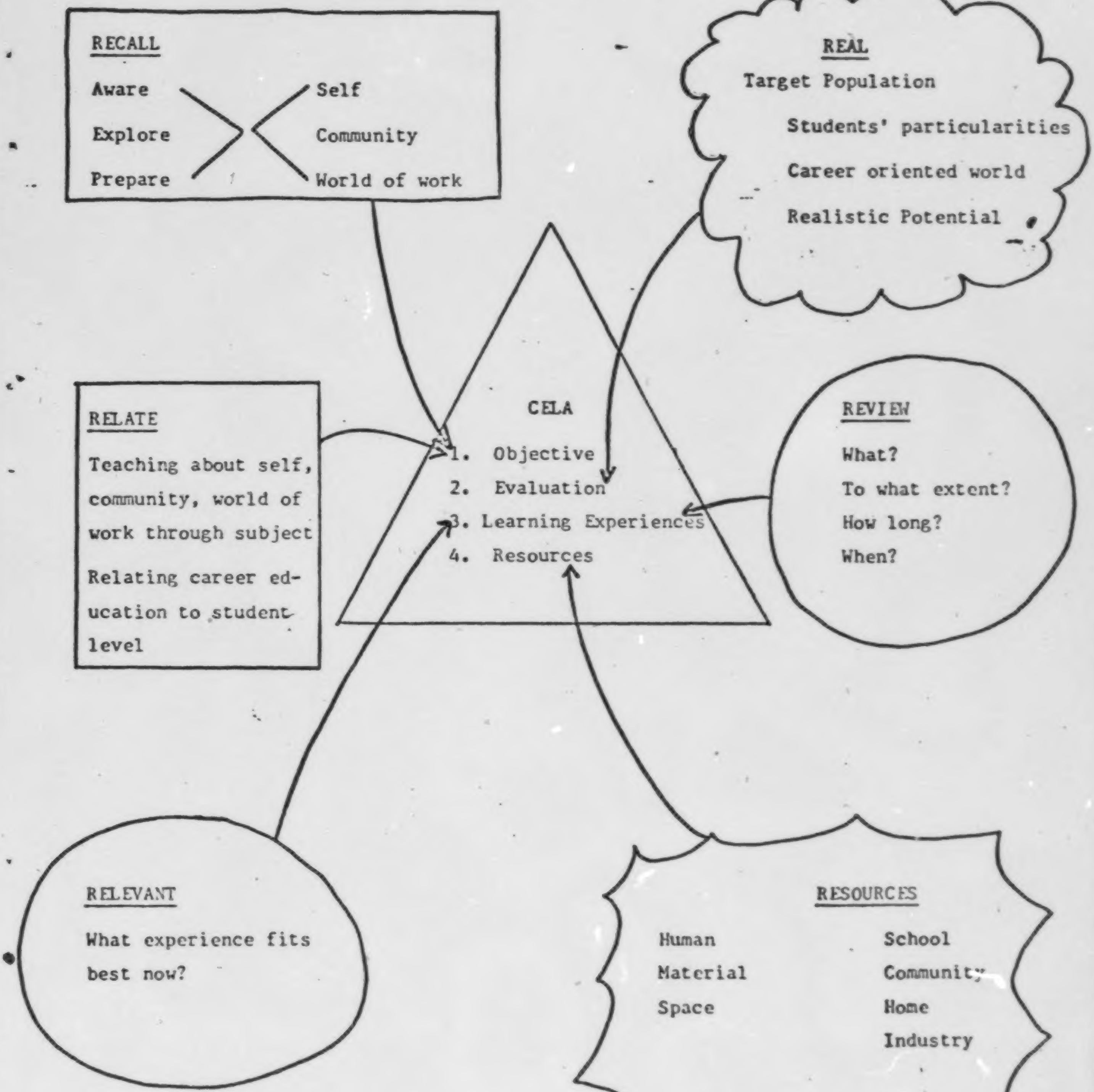
POSSIBLE RESOURCES:

Gardeners, especially retired people; greenhouse operators; county agents; magazines such as ORGANIC GARDENING, etc; county extension materials; related movies; setting up a community garden; related books and materials.

APPENDIX M

6R CELA METHOD

CELA-Where Career Education meets the Curriculum



RECALL

Aware — Explore — Prepare

Self — Community — World of work

REAL

Target Population

Students' particularities

Career oriented world

Realistic Potential

RELATE

Teaching about self, community, world of work through subject

Relating career education to student level

CELA

1. Objective
2. Evaluation
3. Learning Experiences
4. Resources

REVIEW

What?

To what extent?

How long?

When?

RELEVANT

What experience fits best now?

RESOURCES

Human	School
Material	Community
Space	Home
	Industry

APPENDIX N

EXTERNAL MASTERS DEGREE

DATE: June 10, 1977

TO: Dr. John Hunt

FROM: Dr. Vince Barry

RE: Masters in Education with an Emphasis in Career Education

This is a brief outline of our proposed external teachers Masters in Education, non-thesis option, with emphasis in career education. It would involve a course of study for practicing educators totaling 54 graduate credits. The course of study would include:

15 graduate quarter hours in Cognate areas
4 graduate quarter hours in Guidance
4 graduate quarter hours in School Administration
4 graduate quarters in Curriculum
4 graduate quarter hours in Educational Research
18 graduate quarter hours in Career Education
5 additional graduate quarter hours in Education

The Masters would revolve around the initial core of 4 courses involving Administration, Guidance, Curriculum and Research with the descriptions found below. In addition, a course in drugs or a course containing a unit on drugs must be completed to satisfy the requirements for a Masters.

Ed 530 Curriculum Foundations 4 Credits

o An analysis of the basis for curriculum in light of historical perspectives, value systems, current curriculum patterns, educational objectives and research in growth and development.

Ed 570 Education Administration 4 Credits

o Administrative relationships at Federal, state and local levels; including the responsibilities of the superintendent.

Ed 596 Introduction to Education Research 4 Credits

o Research problems, their statement, organization, techniques, tabulation of materials, statistical concepts, necessary for interpretation of research data.

Ed 494/594 Guidance 4 Credits

o Orientation to the need, organization, and methodology of guidance services.

The area of emphasis in career education would require 27 hours in career education courses. The area would include 4 courses which are 6 credits over a 6 month period, or equivalent to (2) 3 quarter hour courses.

Ed 494/594 Career Education Curriculum/Model Design 6 Credits

o Techniques in the identification, design, implementation and evaluation of career education curriculum - programs and projects. Major emphasis upon the utilization of existing materials to create instructional materials and strategies for local classroom use.

Ed 494/594 Foundations of Career Education 4 Credits

o An analysis of the basis for career education in light of historical perspective, career development theory, current sociological patterns, current curriculum and accountability trends, and implementation implications.

Ed 494/594 Utilizing the Community as a Classroom 4 Credits

o An intensive examination of the utilization of community resources in the instructional program. Issues considered will include the identification, classification and management processes required to effectively infuse the contributions of various community resources into the curriculum. A significant portion of the class will be conducted in the community requiring individual student study and initiative.

Ed 494/594 Current Issues and Problems in Career Education 4 Credits

o An analysis of current practices, issues, and trends in the field of career education through an examination of special populations programs, major projects, and current publications.

The remaining five credits may be taken to meet the specific needs of the Masters candidate or State of Montana Certification in:

(1) Supervision by completing:

Ed 575 School Supervision 4 Credits

o Prerequisite; teaching experience. Roles and responsibilities of assigned leaders for improving instruction and promoting in-service growth of personnel.

(2) Elementary Principle by completing:

Ed 572 Elementary School

o Prerequisite or corequisite; Education 570, teaching experience and consent of instructor.

(3). Secondary Principles by completing:

Ed 573 Secondary School Administration 4 Credits

o Prerequisite or corequisite; Education 570, teaching experience and consent of instructor

This proposed Masters in Education with an emphasis on career education is aimed at serving educators through a totally external program. This would require that the resident requirements be waived.

It is anticipated that we would use either existing U of M faculty who are currently teaching similar courses on campus or extension faculty who would be approved through your offices and then by the Graduate School and the Dean of the School of Education.

The extension faculty would work in teams of two for each course offering. The materials necessary for the support of a graduate degree program would be supplied through the use of the NCCE computer search and retrieval system and would include the actual materials delivered to the students.

To maintain the quality control of the program, the evaluation would involve:

1. teacher evaluation,
2. student competency exams,
3. an evaluator who will spend approximately 8% of total course time inside the classroom assessing the trainers and reporting the results therein. In addition, the evaluator will act as advisor to the Master candidates.

It is understood that to be admitted to the program a student must complete an application, have taken the GRE and have a cumulative grade point for undergraduates of at least 2.7 and a cumulative grade point of at least 3.0 for all graduate work taken.

Once the student is admitted, I understand that 12 hours of approved graduate credit may be transferred in and applied to meet the requirements for the Masters Degree.

I would like to get your reaction to this proposal so that we could initiate the steps necessary to receive its approval.

APPENDIX O

EVALUATION

AD
ED
TION
ULTE

EVALUATION: NCCE

NATIONAL CENTER FOR CAREER EDUCATION

BUREAU OF EDUCATIONAL RESEARCH AND FIELD SERVICES

PERSONNEL

Director

Dr. Leroy Casagranda

Project Consultants

Dr. Albert Suvak
Dr. Leroy Casagranda

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INTRODUCTION

The Bureau of Educational Services, College of Education, Montana State University entered into an evaluation contract with the National Center for Career Education in November of 1976. The scope of the evaluation was to include:

1. A comparison of project funds received from a federal grant with funds generated by project activities.

2. An analysis of the tasks and functions described in the project's scope of work.

3. An evaluation of acquired career education materials and library processes.

4. Evaluation of the efficiency of the data processing function.

5. A description of NCCE activities designed to communicate Career Education.

6. A description of the procedures used to train users and disseminators of the system.

7. To prepare a design for evaluating NCCE activities for fiscal year 1977-1978. This evaluation design is presented as Addendum A.

Interviews with project staff members, examination of the library and computer system for disseminating materials, and general observations of the day-to-day operations were the primary methods used to collect data. In addition, a small study was done with future teachers who could be potential users of the service to determine the efficiency of processing user requests.

This report is descriptive in nature. Late entry did not allow for in-depth evaluation design. However, the evaluators felt they were able to identify the mission of NCCE and describe the progress made toward achievement of that mission.

For purposes of the evaluation we have identified and labeled six areas of activities in which the NCCE staff is involved. The areas are:

1. Collection and cataloging of Career Education materials.
2. Development of computer systems for dispensing the materials.
3. Development and implementation of training modules.
4. Presentation of workshops to explain the function and scope of NCCE.
5. Development of instrumentation to evaluate career education needs.
6. Assessment of career related legislation and funding.

We have evaluated NCCE performance from July 1, 1976, until the present time by describing the activities and progress in each of these areas.

Collection and Cataloging Career Education Materials.

The NCCE material acquisition list does not supplant ERIC or other libraries, nor is it a clearing house of materials. However, the materials library contains documents, pamphlets, and books ranging from teacher-constructed workbooks to final project reports of federal, state, and privately financed grants.

The processing of new materials requires four steps from receipt of the materials to its inclusion in the computer data file.

Material acquisition begins with the location and request for materials. Upon receipt, the materials are grossly classified as to whether they are instructional material, evaluative or administrative. The materials are then classified completely for data processing input. In the final step, the materials are entered into the computer data bank.

From June 1976 until April 1977, the number of library materials has increased from 2,577 to 5,622. Due to the different stages of processing, the data bank does not contain a file for all of the 5,622 pieces at this time. In addition to storage facilities for the library materials, the center has maintained facilities for reproducing the materials for use by the users.

It should also be noted that changes which occur in the computer software will often require changes in the classification labels of materials entered on the data bank. Maintenance and updating of the materials is a constant and vital part of the career library.

Computer System

The computer system was concerned with creating a data bank to store the library materials information and in developing the computer software to process user requests. In creating a data file for computer processing a system for identifying pertinent information had to be established. The "system" had to be specific in order to satisfy the finite properties of data processing, yet it required flexibility to include the diverse information in the materials library. Such revision was made as experience in entering new materials on the file indicated the need to change the original labels.

The processing of computer output of user requests was the second major segment of the computer system development. The user request must be classified according to the coding scheme and transmitted to the computer. The requested information is matched with the data file and the selected information is printed and returned to the user.

Since July, 1976, the Computer Data System has undergone one major change and is beginning a second change. The original system was based on the premise that the user would be on-site for training and library use. Both the request for the library search by the computer and the library materials were made orally and questions could be handled immediately. The initial data file contained ten fields for identification.

The first major change occurred when the decision was made to conduct the training sessions off-campus. A new classification was developed. A survey was made of existing libraries and agencies, including Colorado BOCES and Eric Resource Centers. Additional information was obtained from the University of Montana library sciences and education professors, forest personnel, and U. S. Department of Agriculture personnel. The classification system was revised and increased from ten to 40 fields.

New software was developed to accommodate the changes in the materials data file and information retrieval system. There was a ten percent increase in size in the software. The center utilizes a removable disc pack which contains 194 files with a total of 18,385 blocks (each block contains 2,000 characters). An additional 3,500 blocks are utilized from the computer's general disc storage.

A new library system was developed to handle written requests. A systematic method for cataloging and storing library materials was formulated. New forms were devised to process materials requests for data processing. Mailing procedures were developed for sending computer printouts and library materials to users.

A second major change in the system is due to the need to refine the materials identification labels, and change in computers from the DEC 10 to the DEC 20. Experience in processing user requests has indicated that the data identification labels must be modified to increase the accuracy in the final output. A primary concern in developing the system was to do an exhaustive search of the library material. However, occasionally an exhaustive search produces much extraneous material. To correct this problem requires not only a refinement of the labels, but also revising each citation in the materials classification file.

The change from the DEC 10 to the DEC 20 computer will require adjustments in the present system. The NCCE will probably lose the disc pack and card punch hardware. In addition, there will be a change in the computer operating system. Both of these changes will require software adjustment by the NCCE data processing staff.

The evaluation of the computer system was obtained from interviews with the NCCE data processing personnel, a perusal of the computer programs and a survey of the processing of user requests. There are over 250 individual computer files which store both materials and computer programs. The computer programs not only process user requests, but also handle many of the administration functions.

The examiners conducted a small study to evaluate the efficiency of processing user requests. Students from an education class at Montana State University, Bozeman, Montana, were asked to submit requests for career education materials. The requests were processed by NCCE and returned to the students who completed a short evaluation survey. Thirteen students responded, and the results were as follows:

1. The number of citations per requests ranged from one to 78.

2. The percentage of citations that were relevant ranged from 12 percent to 70 percent.

3. The percentage between the total number of citations received and the number of citations the user would order ranged from 0 to 80 percent.

4. Only one student responded that the computer printout was not clear or understandable.

5. All of the students stated the program was worthwhile.

The Development and Implementation of the Training Modules

The training modules and procedures have also undergone alterations since July 1, 1976, due to the change in the training site from on-campus to off-campus and the need to serve a more diverse clientele.

In doing the training at the home site of the user, the NCCE educational specialist found it necessary to become more flexible in his emphasis and method of conducting the workshops. The needs of the user are more easily identified and the NCCE staff member can perform a more realistic evaluation of the outcome. In the public schools, for example, he can visit the classroom periodically to observe the implementation of the programs.

This experience has induced the NCCE staff to re-examine the training module. Although the presentation of the entire training package remains their primary aim, the staff is now willing to present only those portions of the module that are considered pertinent to the user. Alterations in the module are being carried out to make portions or units more independent and complete.

The training contacts of the staff can be divided into three types--protracted in-service, short-term orientation, and direct contact with students. The protracted in-service described the basic educational package which, for the most part, consists of the entire educational module. At the present time the staff has been involved in ten programs. Nine of these are in Montana and one is in California. Six programs involved 60 hours of training; three required 90 hours, and the one at Fort Belknap utilized 126 hours. Eight of the programs dealt with public school personnel; one with an Indian Action Agency and the other with local and county regional, vocational and general administrators. The number of participants in each program ranged from four to 126.

The short-term orientation programs consisted mainly of presentations explaining the functions of NCCE, or workshops dealing with career education activities. Since July 19, 1976, the staff had participated in at least 54 such programs. The number of participants in each program ranged from three to 300. While most of the presentations were two to four hours in length, one lasted 12 hours; two for 16 hours; and one for 24. The programs were located in many areas including Montana, Washington, D. C., Colorado, Alaska, Wyoming, Texas, New Mexico, Nevada, Illinois, California and Vermont.

Two week-long workshops were conducted for a total of 260 students, age 14-21, at the University of Montana. The workshops were sponsored by the local Human Resources Development Council and were aimed at disadvantaged teenagers. The main thrust of the program dealt with self awareness, job exploration, and career awareness. A similar program [illegible] scheduled for this summer.

Promoting NCCE

The promotion of NCCE is a vital function for the staff. The Center is required to generate funds in order to maintain the Center with its present staff and functions. The staff has made many contacts with individuals, agencies, and professional groups. They have given speeches, conducted workshops, and made both formal and informal presentations. These activities require time and effort for making and maintaining contacts, and also in preparing and making the final presentation.

The promotion has produced revenue and increased expenditures of

$71,675 over and above the awarded allotment. This resulted in an increased scope of work in every area which produced an increase of one FTE of staff member. The NCCE staff was able to provide a broader range of services to users than had been originally projected. The expanded effort and change of emphasis in the training process would have been impossible without the revenue generated by the NCCE staff.

Evaluation and Assessment of Vocational and Career Education Needs and Programs

The NCCE has recently become involved as consultants to the State Department of Vocational and Career Education agencies in assessing career education for public schools. The staff is presently developing a needs assessment instrument for the State of Montana. They plan to assist the Office of Public Instruction in the administration, evaluation and ultimate development of a state plan for career education. Although directly related to the overall objectives of NCCE, this activity demands a different configuration of skills and expertise.

Assessing Career Related Legislation

The NCCE staff must constantly stay abreast of current legislation, both local and national, relating to career education. They are diligently seeking funding sources and are writing grants. In addition, the staff must prepare and submit progress reports on current projects.

CONCLUSIONS

The above narration is a description of our perception of the NCCE activities during the past year. From these observations we have formulated the following conclusions:

1. The NCCE activities have become diversified and the emphasis has changed from the original proposal. The priorities have shifted from supplying the satellite center with career education materials to providing more direct services to users.

2. The training and education segment has become more flexible and broader in scope. Workshops and training programs are provided for a wider range of clientele and more adequately serve the individual needs of the user.

3. The library acquisitions and computer processing of user requests have become more extensive and sophisticated.

4. The center and staff are engaged in many more activities and projects than is reflected in the written reports. As a whole, the staff appears to be competent, industrious and cooperative. They have readily adapted to the changes in the training emphasis.

5. The report of library materials to the user provides valuable and usable information.

6. The center has fulfilled the scope of work as written in the proposal and has extended the scope of work to satisfy needs of the user.

7. The promotional activities have produced increased revenue and enabled the center to add a full FTE to the staff and provide more services to the users.

8. NCCE provides a valuable service to educators and other related agencies.

RECOMMENDATIONS

1. Priorities should be established for the many activities.

2. Evaluation procedures need to be developed to assess the outcome of the services.

3. Administrative responsibilities should be more clearly defined.

4. Additional funds are needed to increase staff and services to fully make use of the Center's potential.

ADDENDUM A

EVALUATION PLAN - NATIONAL COOPERATIVE FOR CAREER EDUCATION

The Evaluation Plan will concentrate on four major areas: the first area would be to establish a relationship of project cost to the population of users; secondly, an investigation will be made of the attitudinal changes in the trainees and recipients of the NCCE Programs; thirdly, an evaluation will center upon the utilization of NCCE materials; and fourth, an evaluation will be made of the effectiveness of the training program.

The discussion of the evaluation for each of the areas will be presented according to the following categories definition, specific areas to be evaluated, and suggested methods.

Project Cost

The main thrust of this area is to determine how effectively the money is being used. The following four specific areas will be investigated.

1. An investigation of the budget to determine where and how the funds are being utilized and to determine the relationship of federal money to funds generated by the Center.
2. An evaluation will be made of each staff member which will include the following:
    a. To what extent has the staff member carried out his scope of work?
    b. To what extent has the staff member increased his job efficiency and knowledge?
3. An evaluation will be made of the career education acquisitions and library processes.
4. An evaluation of the efficiency of the data processing function.

On-site visits and examination of records will be the main methods for evaluating this area. A study of the effectiveness of the data processing function will be made by submitting a sample of user requests and following the entire procedures from beginning to end.

ATTITUDINAL CHANGES IN RECIPIENTS AND TRAINEES

The evaluation in this area will be concerned with the recipients' and trainees' attitudes toward the major concepts of career education.

At least four levels of scales will be developed. The levels will be determined according to age groups--elementary, junior high, high school and adults.

The semantic differential may be utilized as a manning instrument for each of the scales. The scales would be developed according to the following steps:

a. Determine Import Concepts

   1. The concepts will be submitted by NCCE staff.

   2. Content validation will be determined from opinions by other professionals.

   3. Reliability will be computed on a test-retest analysis. High consistency could also be used as a criterion for validity.

b. Selection of Adjectives

   1. The adjectives will be submitted by the NCCE staff.

   2. The adjectives will be tested on a sample population to determine appropriateness.

   3. The responses by the sample population will be factor analysis.

   4. Sub-scales will be determined by the factor analysis.

Similar scales will be developed to measure the trainees' attitudes about the use of career education after incorporating the NCCE program in his/her curriculum.

The scales for both recipients and trainees will be used in making studies such as pre-post comparisons and longitudinal follow-up.

UTILIZATION OF NCCE MATERIALS AND TRAINING PROGRAMS

The main focus of this area is to determine the extent to which the NCCE materials and education techniques are being utilized. This will be done by examining course objectives and lesson plans and evaluating the knowledge of careers and occupations acquired by the recipients.

Methods and instruments will be developed to conduct an evaluation of curriculum objectives and lesson plans. This will be done as follows:

A. Evaluation instruments will be developed and standardized.

B. Personnel will be trained in the use of the instruments.

C. The training personnel will conduct on-site visits to gather data from two groups of educators. The first group will consist of individuals who have participated in the NCCE Training Program; the second group will consist of a comparable group of educators who have not participated in the program.

Cognitive tests will be developed to ascertain the recipients' knowledge of careers and their relationship to the specific subject matter.

EFFECTIVENESS OF NCCE TRAINING PROGRAM

This area is concerned with the quality of the NCCE Training Programs and the evaluation will be conducted as follows:

A. Cognitive tests will be developed for each of the training units and administered to the trainees.

B. Attitude scales, similar to those described in the second evaluation area, will be developed and administered to the trainee.

C. Both pre and post testing and longitudinal follow-up will be done.

APPENDIX P

NCCE TRAINING MANUAL